

DOCUMENT RESUME

ED 385 071

EC 304 104

AUTHOR Leach, Lynda Nash; Harmon, Adrienne Seccia
TITLE Annotated Bibliography on Secondary Special Education and Transitional Services. Volume 10 (and Integrated Master Index for Volumes 7-10).
INSTITUTION Illinois Univ., Champaign. Transition Research Inst.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 95
CONTRACT H158T00001
NOTE 208p.; For volumes 1-9, see ED 279 115, ED 291 168, ED 303 026, ED 318 166, ED 332 428, ED 342 195, ED 353 718, ED 366 125, and ED 375 590, respectively. For Master Index for volumes 1-6, see ED 342 196.
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Disabilities; *Education Work Relationship; Federal Aid; Federal Programs; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS ERIC; Office of Special Educ Rehabilitative Services

ABSTRACT

This is the last volume of a 10-volume annotated bibliography documenting the literature in the field of secondary special education and transitional services. The 179 documents cited and abstracted include journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, and research reports. Each citation provides enough bibliographic information to facilitate finding the item through local library services. An integrated master index of titles, authors, and descriptors for Volumes 7-10 is provided. Additional listings include a list of Transition Institute documents in ERIC and a list of products developed by Office of Special Education and Rehabilitation Services (OSERS) projects. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it
- ☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Annotated Bibliography on Secondary Special Education and Transitional Services

Volume 10

(With Integrated Master Indexes for Volumes 7-10)

Lynda N. Leach
Adrienne S. Harmon



**TRANSITION
RESEARCH
INSTITUTE
AT ILLINOIS**

BEST COPY AVAILABLE

Transition Research Institute Faculty at the University of Illinois at Urbana-Champaign

Janis Chadsey-Rusch, Ph.D.

Associate Professor of Special Education

Thomas E. Grayson, Ph.D.

Visiting Assistant Professor of Special
Education

Delwyn L. Harnisch, Ph.D.

Associate Professor of Educational
Psychology

Laird W. Heal, Ph.D.

Professor of Special Education

Paula D. Kohler, Ph.D.

Visiting Assistant Professor of Special Education

Lynda G. Leach, M.S.

Information Specialist

Frank R. Rusch, Ph.D.

Professor of Special Education

John S. Trach, Ph.D., CRC

Assistant Professor of Special Education
and Rehabilitation

The Transition Research Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (cooperative agreement number H158T-00001).

Project Officer: Michael J. Ward, Ph.D.

For more information on the Transition Research Institute at Illinois, please contact:

Dr. Frank R. Rusch, Director
College of Education
University of Illinois at Urbana-Champaign
133 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
(217) 333-2325

**ANNOTATED BIBLIOGRAPHY ON SECONDARY
SPECIAL EDUCATION AND TRANSITIONAL SERVICES**

Volume 10

(and Integrated Master Index
for Volumes 7-10)

Lynda Nash Leach

and

Adrienne Seccia Harmon

Transition Research Institute at Illinois
University of Illinois at Urbana-Champaign

© 1995 by The Board of Trustees of the University of Illinois

TABLE OF CONTENTS

Preface	5
Guide to Entries and Indexes	6
Annotated Bibliography on Secondary Special Education and Transitional Services	7
Integrated Author Index - Volumes 7-10	79
Integrated Descriptor Index - Volumes 7-10	103
Integrated Title Index - Volumes 7-10	117
Cumulative Listing of Transition Institute Documents in ERIC	189
OSERS Project Products Listing - Volume 10	199

PREFACE

This volume of the annotated bibliography is the tenth and last in the series of volumes documenting the literature in the field of secondary special education and transitional services. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. The attempt is to be broad in scope. The uniqueness of this annual compilation comes from the documentation of model demonstration project state-of-the-art products in a database that numbers over 4,200 documents.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and, most important, soliciting reports and products from OSERS-funded projects. As in the past, this volume significantly reflects their contributions.

The organization of Volume 10 is similar to that of previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. Each document citation is intended to contain enough bibliographic information to facilitate finding the item through local library services. In the case of document abstracts, the authors' summary or the abstracters' words are used. When not applicable, a brief abstract is provided by the compilers of this bibliography. A "Guide to Entries and Indexes" has been included to help users identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number. To connect with projects about their products, contact the Transition Research Institute for the current phone number and address. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Transition Institute documents that have been entered into the ERIC data base and are accessible on microfiche by ED number.

In addition to the usual features of this bibliographic series, Volume 10 also includes an integrated Master Index for Volumes 7-10 for titles, descriptors, and authors. Entries in each integrated index have two parts: (a) a number in parenthesis to indicate in which volume the entry appears, followed by (b) the entry number(s) for within-volume reference. Volume 10 entries are shown in bold print to distinguish them from earlier volume entries. The OSERS Project Products Listing contains entries for Volume 10 only.

We would like to thank all of the OSERS model transition project staff for responding to our information requests, by sharing their products and materials with others in the fields of secondary special education and transitional services who are concerned with improving the lives of individuals with disabilities.

Frank R. Rusch, Ph.D.
Director

GUIDE TO ENTRIES AND INDEXES

Entries

Entry Number _____ 32.

Author _____ Moon, Sherril; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

Date _____

Title/journal/publisher _____ The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

See Note below for detail(Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job placement / vocational evaluation / job coach / follow-up studies / Virginia / transition models

Annotation _____ This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendixes, see the Project Products Listing for other material received by OSERS Projects and the OSERS Project File Listing for contacting project.

Indexes

Author/Descriptor/Title _____ Absenteeism - 245
Accommodation - 19, 124, 256, 270,
Entry Number _____ 282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON SECONDARY SPECIAL EDUCATION AND TRANSITIONAL SERVICES

1.

ARC (Association for Retarded Citizens of Dallas) (n.d.).

Project COED: Career Opportunities Through Education for Persons with Disabilities.
Dallas, TX: Author. (Comp. No. 84.078C - OSERS File No. 303)

curriculum / Project COED / Texas

This curriculum was developed by Project COED to train, or retrain, individuals with mental retardation for specific entry level jobs. The training situation is designed to provide an environment which is as similar to the actual work environment as possible in order that a transfer of skills may take place. The realistic aspect of the training will be provided through trips to actual job sites where the work environment will stimulate the senses of the observer. Successful completion of the course should result in realistic job matches during the internship period. The evaluation of student progress will be important in determining success in job placement and job retention. Evaluation of student progress will be based on course standards and not based on progress of other students.

2.

Leach, Lynda Nash; & Harmon, Adrienne Seccia (1994).

Annotated bibliography on secondary special education and transitional services (Vol. 9).
Champaign: Transition Research Institute at Illinois, University of Illinois at
Urbana-Champaign

literature reviews / transition planning / model programs

Volume 9 of the Annotated Bibliography on Secondary Special Education and Transitional Services (formerly called, Annotated Bibliography on Transition from School to Work) continues the review of the literature on evaluation methodology, the efficacy of secondary and transition services, and related topics begun in Volume 1 and continued in Volumes 2-8. Coverage is not comprehensive, but representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 8 does not duplicate the earlier volumes; therefore, using all volumes provides a more accurate review of the transition literature. As with the earlier volumes, the intent of Volume 9 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals in all disciplines involved in transition.

3.
Sontag, Joanne Curry; & Schacht, Robert (1994).

An ethnic comparison of parent participation and information needs in early intervention.
Exceptional Children, 60(5), 422-433.

parent involvement / cultural diversity

This study investigated ethnic differences in (a) parent perceptions of their information needs and their sources of information, and (b) the nature of parent participation in early intervention and participation preferences. Interviews were conducted with 536 families with infants and toddlers who had developmental problems. Comparative analyses were conducted on white, Hispanic, and American Indian groups. Results suggested the need to provide more and better information to all parents and the importance of medical doctors as a source of information, individualizing the type and source of information to different ethnic groups, and identifying unique strategies to support the participation of parents from different ethnic groups.

4.
National Transition Network, Institute on Community Integration, University of Minnesota; & The Study Group (Germantown, Maryland) (1994).

Meeting the needs of youth with disabilities: Handbook for implementing community-based vocational education programs according to the Fair Labor Standards Act. Minneapolis: National Transition Network.

Fair Labor Standards Act / community-based training / vocational education

This handbook provides guidance to schools operating community-based vocational education (CBVE) programs, and encourages the adoption of CBVE programs by schools not presently using this approach. By following the guidelines and examples contained in the handbook, schools can proceed with confidence to operate effective CBVE programs consistent with the Fair Labor Standards Act.

5.
Matuszak, Trish; Langel, Patty; Goldberg, Marge; & Goldberg, Paula (1992).

Begin the between: Planning for the transition from high school to adult life. Minneapolis: PACER Center. (Comp. No. 84.158S - OSERS File No. 229)

transition planning / parent involvement

This guide gives youths with disabilities and their families an overview of some of the major elements of the transition planning process. It introduces families to the adult system that will provide supports and services after high school. Each chapter enables families to

be proactive in the planning process. They are encouraged to use this workbook to formulate strategies, record issues, and document their progress.

6.

Brustein, Michael; & Mahler, Marty (1994).

The School-To-Work Opportunities Act: Overview. Alexandria, VA: American Vocational Association.

School-To-Work Opportunities Act of 1994 / program development

This document provides a concise synopsis of the school-to-work legislation to enable the reader to have a head start on meeting the necessary requirements for implementing a school-to-work program.

7.

Nagler, Mark (Ed.) (1993).

Perspectives on disability (2nd Ed.). Palo Alto, CA: Health Markets Research.

sociology of disability

This edited volume of seventy-two articles is organized into ten major disability subject areas. It provides insight into the world of individuals with disabilities, their problems, and their struggles. Major subject areas include:

1. What it means to be disabled
2. Society and disability
3. The family and disability
4. Sexuality and disability
5. Medical and psychological issues and disability
6. Education, employment, social planning and disability
7. Legal and ethical issues and disability

8.

Murphy, Stephen T.; & Rogan, Patricia M.; with Marjorie Olney, Michelle Sures, Bryan Dague, and Nancy Kalina. (1994).

Developing natural supports in the workplace: A practitioner's guide. St. Augustine, FL: Training Resource Network, Inc.

natural supports / program development

This book is an effort to increase, develop, and refine the approach to vocational service provision for persons with severe disabilities. It is organized according to the typical components of the supported employment process: job development, job design/modification, job training, and ongoing supports. Within each section, various strategies are described and case examples are presented to illustrate the various strategies. The book also compares traditional supported employment practices and those associated with a natural supports orientation.

9.

Haynes, John; McMath, Cynthia; & Cedarholm, Dan (1993).

Executive summary and selected data highlights - April, 1993. California High School Youth with Disabilities: A three-year longitudinal study of post secondary outcomes in California. Ukiah, CA: Mendocino County Office of Education, A State of California Interagency Model for Transition Follow-Up and Program Effectiveness. (Comp. No. 84.158R - OSERS File No. 221)

California / outcomes of education / program evaluation

A State of California Interagency Follow-up, Program Effectiveness Project's goal has been to develop an interagency model for documenting the outcomes of students who leave school; to pilot and demonstrate that model in urban, suburban, and rural school districts across California; to collect follow-along, follow-up student outcome data on 2500 special education and general education youth; to analyze that data identifying the key family, student, school program, and support variables that positively impact youth's successful transition to adult life; to develop strategies for using that data to improve programs and services for youth; and to disseminate the model. This document highlights the objectives/major activities, accomplishments, participating agencies, selecting findings, recommendations, and data highlights.

10.

Medgyesi, Vitoria (1992).

No more B.S.!: A realistic survival guide for disability rights activists (and companion guide: No more B.S.!: A realistic survival guide for direct service providers). Clarkston, WA: People First of Washington.

self-advocacy / program development

A self-advocacy guide for persons with disabilities by activists who have disabilities. A companion guide for direct service providers is included.

11.

Walker, Sylvia; Belgrave, Faye Z.; Nicholls, Robert W.; & Turner, Kimberley A. (Eds.) (1991).

Future frontiers in the employment of minority persons with disabilities (Proceedings of the 1990 National Conference, March 28-30, 1990). Washington, DC; Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity.

minorities / vocational rehabilitation / program development

This conference addressed some of the employment issues and problems relevant to minority persons with disabilities in the United States. Among the topics discussed were: increased rehabilitative services, better educational opportunities, forming partnerships and linkages, leadership development, and mentoring.

12.

Fabian, Ellen S.; Luecking, Richard G.; & Tilson, George P., Jr. (1994).

A working relationship: The job development specialist's guide to successful partnerships with business. Baltimore: Paul H. Brookes Publishing Co.

employer involvement / job placement

This book on job development is based on the application of the following principles in the development of successful business relationships:

1. Actively addressing employer concerns about persons with disabilities while, at the same time, encouraging others to recognize the abilities of people with disabilities;
2. Refocusing on job development and placement as the most important activity within organizations representing jobseekers with disabilities;
3. Recognizing the role that job placement and other employment services have in building community;
4. Operating proactively in the business world; and
5. Job placement professionals must examine from the inside-out their perceptions regarding commitment to delivering quality services.

13.

COSMOS Corporation (1994).

The national agenda for achieving better results for children and youth with disabilities. Washington, DC: COSMOS Corporation.

outcomes of education / policy analysis / program development

This report documents the results of a forum facilitated by the U.S. Department of Education to develop a national agenda for achieving better results for children and youths with disabilities. Forum participants included representatives from the major disability advocacy groups, direct service providers, families, related services personnel, researchers, teacher trainers, teachers, and administrators. This report is in three sections:

Section I articulates the need for a national agenda for achieving better results for children and youths with disabilities.

Section II contains the mission, guiding principles, rights, commitments, and vision.

Section III describes the issues, barriers, urgencies, and strategic activities developed by the forum participants.

14.

Chesapeake Institute (1994).

National agenda for achieving better results for children and youth with serious emotional disturbance. Washington, DC: Chesapeake Institute/U.S. Department of Education, OSERS/OSEP.

serious emotional disturbance / program development

This report outlines and discusses the strategic targets identified by the Office of Special Education Programs of the U.S. Department of Education for addressing the needs of children with serious emotional disturbance:

1. Expand positive learning opportunities and results
2. Strengthen school and community capacity
3. Value and address diversity
4. Collaborate with families
5. Promote appropriate assessment
6. Provide ongoing skill development and support
7. Create comprehensive and collaborative systems

15.

Disability Resource Centre (1993).

Teaching students with disabilities: Guidebook (2nd Ed.). Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

Canada / curriculum and instruction / accommodations

This guidebook sums up many of the instructional strategies and accommodations for students with disabilities that are already being implemented by professors and instructors at the University of British Columbia. The Disability Resource Centre has compiled them as a reference so that the common body of information in this area can be shared and advanced.

16.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Innovation and Development, Office of Special Education Programs. (1993).

Fifteenth annual report to Congress on the implementation of The Individuals with Disabilities Education Act. Washington, DC: U.S. Government Printing Office.

Individuals with Disabilities Education Act (IDEA) / program evaluation / data analysis / special education

This is the fifteenth annual report prepared to provide Congress with a status report on the nation's progress in providing a free appropriate public education for all children with disabilities. The report is divided into four chapters.

Chapter 1 provides national statistics on the numbers of children who received special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the number of personnel employed and needed to provide special education services under IDEA and Chapter 1 of the Elementary and Secondary Education Act (ESEA).

Chapter 2 discusses early childhood programs for children with disabilities.

Independence of out-of-school youth with disabilities is the subject of Chapter 3. The chapter is based on the congressionally mandated study, the National Longitudinal Transition Study, being conducted for OSEP by SRI International.

Chapter 4 describes the efforts of the Federal government to assist states and localities in implementing special education and related services, with particular attention to the role of the Department of Education's Office of Special Education Programs (OSEP) during FY 1992 and OSEP's recent efforts to design and improve program planning for the discretionary programs funded by IDEA.

17.

McGaughey, Martha J.; Kiernan, William E.; McNally, Lorraine C.; & Gilmore, Dana S. (1993).

National perspectives on integrated employment: State MR/DD agency trends. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP, Children's Hospital.

policy analysis / sheltered employment / community integration

This report documents day and employment services provided by state MR/DD agencies for FY 1990 and makes comparisons with services provided during FY 1988 services. One of the most significant findings of this study is the fact that a larger percentage of individuals working in integrated settings was not accompanied by a decrease in the number served in sheltered employment or day programs. State agencies appear to be moving new participants into integrated settings as well as prioritizing these services for individuals on

waiting lists, but they have a long way to go before the day and employment service system is tipped substantially in favor of integrated, as opposed to segregated, services.

18.

Kiernan, William E.; Schalock, Robert L.; Butterworth, John; & Sailor, Wayne (1993).

Enhancing the use of natural supports for people with severe disabilities. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP, Children's Hospital.

natural supports / human services / program development

Natural supports offer many new challenges and opportunities for those providing services to persons with disabilities. The more important challenges include the need for those in human services to identify support networks in community settings; to develop strategies to assist persons with disabilities in accessing those supports; and to develop approaches to both encourage the use and monitor the outcomes associated with natural supports. The purpose of this report is to assist others in maximizing these challenges and opportunities by reviewing the development of natural supports; proposing a 5-step supports-outcomes design; examining the implications of using natural supports; and finally reviewing how natural supports are used in four different countries.

19.

Schalock, Robert L.; McGaughey, Martha J.; & Kiernan, William E. (1993).

Vocational rehabilitation outcomes: National perspectives from 1985 and 1988. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP, Children's Hospital.

vocational rehabilitation / follow-up studies

This analysis is part of an ongoing study to evaluate employment outcomes for persons with mental retardation and other developmental disabilities. The present study involved conducting secondary analyses of the 1985 and 1988 Rehabilitation Services Administration (RSA) data tapes in order to document further trends in vocational rehabilitation services and outcomes for persons with mental retardation and other developmental disabilities.

20.

Ziegler, Martha (1992, Summer).

Parent advocacy and children with disabilities: A history. OSERS News in Print, 4-6.

parent involvement / policy analysis

This article discusses the changes that have occurred in parent advocacy for their children with disabilities over the past 25 years. The enactment of federal and state special education laws have enabled parents to view their children with disabilities as equals and as equally deserving with other children who do not have disabilities.

21.

O'Connor, Susan (1992, Summer).

Supporting families: What they want versus what they get. OSERS News in Print, 7-11.

parent involvement / needs assessment

This article attempts to understand the meaning of family supports to four families of different racial, cultural, and socio-economic backgrounds. Though each is very different in make-up and life experiences, this article compares what each family defined as its needs with the kinds of services that were offered.

22.

Ferguson, Philip M.; Ferguson, Dianne L.; Jeanchild, Lysa; Olson, Deborah; & Lucyshyn, Joseph. (1992, Summer).

Angles of influence: Relationships among families, professionals, and adults with severe disabilities. OSERS News in Print, 20-24.

family involvement / human services / Supported Families Research Project

Families of adults with disabilities and the professionals involved in providing formal support to them will always have substantial and ongoing relationships with each other. As a field, however, adult service professionals do not have an adequate understanding of how members of these two groups (i.e., family members and professionals) view their current interactions with each other. That basic understanding seems essential before one can begin to define and support more appropriate involvement of professionals in the lives of these families as part of the formal support system. The Supported Families Research Project (SFRP) at the University of Oregon is trying to expand that basic understanding. This report focuses on the development of a grounded theoretical interpretation of how professionals and families of adults with severe disabilities perceive their relationships to each other. More specifically, this report concerns relational outcomes in terms of patterns of influence.

23.

Smith, Patty McGill (1992, Summer).

Parents: The critical team members. OSERS News in Print, 34-36.

National Parent Network on Disabilities (NPND)

The National Parent Network on Disabilities (NPND) was founded on the principle of "parent and family involvement." This article documents the activities of the NPND since its founding in 1987. Its central mission is to represent the interests of parents of children with disabilities with one voice.

24.

Benjamin, Marva P. (1992, Summer).

Serving minority children who are severely emotionally disturbed and their families: The need for culturally competent systems of care. OSERS New in Print, 37-39.

severe emotional disturbance (SED) / minorities / Culturally Competent System of Care Approach to Service Delivery

This article describes the Culturally Competent System of Care Approach to Service Delivery. This approach (1) values diversity, (2) has the capacity for cultural self-assessment, (3) has institutionalized cultural knowledge, (4) is conscious of the dynamics inherent when cultures interact, and (5) has developed adaptations to diversity. Specifically, the article focuses on the CASSP (Child and Adolescent Service System Program) Minority Initiative, whose major goal is to improve systems for service delivery to children and adolescents with, or at risk for, severe mental and emotional disorders and their families.

25.

First, Patricia F.; & Curcio, Joan L. (1993).

Implementing the disabilities acts: Implications for educators (Fastback #360).
Bloomington, IN: Phi Delta Kappan Educational Foundation.

Individuals with Disabilities Education Act (IDEA) / Americans with Disabilities Act (ADA) / vocational rehabilitation / program implementation

This fastback presents information that will help educators to implement the newest laws intended to extend full societal participation to individuals with disabilities. These laws are the Individuals with Disabilities Education of 1990 (IDEA) and the Americans with Disabilities Act of 1990 (ADA). Also discussed briefly is the Rehabilitation Act of 1973.

26.

Amsden, F. Skip (1994).

Eastern Washington University - Career Placement Opportunities for Students with Disabilities [final report]. Cheney, WA: Eastern Washington University, Office of Disabled Student Services. (Comp. No. 84.078C - OSERS File No. 302)

final reports / Washington / career placement / postsecondary education

The Career Opportunities for Students with Disabilities grant was a three-year demonstration grant awarded to Eastern Washington University, a four year public university in northeastern Washington. The major goal of the career opportunities for students with disabilities grant was to place students with disabilities at the same percentage and at a comparable wage as non-disabled students; to provide training to staff and faculty concerning equal access to education and services; to develop working relationships with area agencies that serve persons with disabilities and local employers; and to establish a model to serve students with disabilities that would be sustainable at the end of the three year period. The overall goals of the project were met.

27.

Eastern Washington University (n.d.).

Higher education and the ADA: Overview for staff [Videocassette]. Cheney, WA: Author. (Comp. No. 84.078C - OSERS File No. 302)

video production / Eastern Washington University Career Opportunities for Students with Disabilities Project / Americans with Disabilities Act (ADA) / postsecondary education

This 9-minute video presents an overview of the ADA for staff at Eastern Washington University.

28.

Eastern Washington University (n.d.).

Higher education and the ADA: Overview for faculty [Videocassette]. Cheney, WA: Author. (Comp. No. 84.078C - OSERS File No. 302)

video production / Eastern Washington University Career Opportunities for Students with Disabilities Project / Americans with Disabilities Act (ADA) / postsecondary education

This ten-minute video presents an overview of ADA for faculty at Eastern Washington University.

29.

Eastern Washington University (n.d.).

Higher Education and the ADA: Job Search Strategies for Students with Disabilities
[Videocassette]. Cheney, WA: Author. (Comp. No. 84.078C - OSERS File No. 302)

video production / Eastern Washington University Career Opportunities for Students with Disabilities Project / Americans with Disabilities Act (ADA) / postsecondary education / job search skills

This 12-minute video presents job search strategies for students with disabilities at the university level.

30.

Horsman, Kelley (1994).

Job search strategies for students with disabilities: A nuts and bolts approach. Cheney, WA: Eastern Washington University. (Comp. No. 84.078C - OSERS File No. 302)

Americans with Disabilities (ADA) / employment / career development

This handbook presents a brief overview of the Americans with Disabilities Act and provides some strategies to help students with disabilities make career decisions and conduct an effective job search.

31.

Raver, Karen K.; & Smith, Deborah J. (n.d.).

Eastern Washington University faculty/staff handbook: A guide for disability services. Cheney, WA: Eastern Washington University, Disabled Student Services. (Comp. No. 84.078C - OSERS File No. 302)

postsecondary education / accommodations / faculty involvement

This faculty/staff handbook addresses the following issues:

1. Responsibilities of higher education related to legislative mandates
2. Reasonable accommodation procedures for academic programs, for non-academic or non-employment related activities, and for applicants and employees of Eastern Washington University
3. Examples of reasonable accommodations
4. Services and auxiliary aids
5. Evacuation procedures for persons with disabilities
6. Accommodations not required of the university
7. Internal grievance procedure

32.

Smith, Deborah J. (n.d.).

Student guide to Title I of the Americans with Disabilities Act. Cheney, WA: Eastern Washington University, Career Opportunities Program. (Comp. No. 84.078C - OSERS File No. 302)

Americans with Disabilities Act (ADA) / postsecondary education / Eastern Washington University Career Opportunities for Students with Disabilities Project

The purpose of this document is to provide students with disabilities with an overview of Title I of the Americans with Disabilities Act of 1990 (ADA).

33.

Harmon, Peg; Levy, Anne; Schira-Layton, Sharon; & Ravlin, Renae (n.d.).

Project Pride: A cross-cultural approach to empowerment of deaf and hard of hearing persons. Unpublished manuscript, Catholic Community Services of Southern Arizona, Community Outreach Program for the Deaf, Tucson, AZ. (Comp. No. 84.158K - OSERS File No. 308)

Project Pride / hearing impairments / self-determination / Arizona

Students who are deaf and use American Sign Language as their first or native language, and students who are from minority cultures, particularly Hispanic and American Indian, have cultural perspectives that are different from the educational context in which they function. This perspective must be accommodated when developing methods to identify and teach skills related to self-determination. This paper outlines Project Pride's assumptions, design, techniques, and methods.

34.

Harmon, Adrienne S.; Wallace, Ben F.; Grayson, Thomas E.; & Leach, Lynda N. (1994).

Compendium of transition model demonstration programs 1994. Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

model programs / directories / transition planning

This ninth volume in the series of annual compendia of OSERS transition project profiles (formerly entitled Compendium of Transition Model Programs and Compendium of Project Profiles) represents the current picture of transition as reflected by 99 active projects and 28 expiring projects. The information and descriptive data in this document were collected in part from the responses to OSERS-funded project characteristics questionnaires distributed to current and recently expired projects. Other project information was obtained

from original grant applications and previous years' profiles. The information in the individual competition profiles was gathered from the grant announcement packets for each competition.

35.

Hasazi, Susan Brody; Furney, Katharine Shepherd; & Carlson, Nancy ([1994]).

Enabling Futures Project: Utilizing family and community networks. Final report.
Burlington, VT: University of Vermont. (Comp. No. 84.158S - OSERS File No. 260)

final reports / Vermont / family involvement / futures planning

The purpose of the Enabling Futures Project was to develop, implement and evaluate a model for utilizing family and community networks to assist students with disabilities and their families to plan and achieve a successful transition from school to adult life. The Enabling Futures model was based on the idea that planning for the future must be done in a way that (1) focuses on the dreams, strengths, and needs of individual students with disabilities and their families; (2) supports families in the planning process and in their efforts to learn about and use community resources, networks, and services, and (3) promotes self-advocacy skills and a sense of empowerment for students and family members. This final report provides an overview of the project, enumerates project accomplishments, and makes recommendations for the future. References, tables, and appendices are included.

36.

York Technical College ([1994]).

[Final report: Learning Enhanced Achievement Program (LEAP)]. Rock Hill, SC: Author.
(Comp. No. 84.078C - OSERS File No. 250)

final reports / South Carolina / Project LEAP / learning disabilities / postsecondary education

The principal project objective was to support the postsecondary educational goals of adults with disabilities in need of additional training to acquire and maintain stable employment. Subordinate objectives were (1) to recruit, diagnose and serve adults with learning disabilities, (2) to provide counseling and other services to enhance likelihood of program completion and graduation; (3) to encourage job training and placement; (4) to establish/maintain cooperative networks with area employers; (5) to assist participating employers in hiring, accommodating, and retaining qualified employees with disabilities; (6) to provide regular follow-up activities; and (7) to establish an Advisory Council. It was anticipated that 300 individuals would be served by this project, but due to the overwhelming number of referrals to the program, 443 students with diagnosed learning disabilities were served. This final report briefly outlines project accomplishments.

37.

Lenker, James A. (1993).

Final report: Assistive Technology On Campus. Buffalo, NY: State University of New York-Buffalo. (Comp. No. 84.078C - OSERS File No. 255)

final reports / New York / ATOC project / assistive technology

The ATOC project's overall goal was to improve the overall quality of the postsecondary educational experience for students with disabilities. ATOC sought to achieve this goal by implementing program models at three levels:

1. Direct service to postsecondary students in the form of comprehensive assistive technology, recommendations and training;
2. Equipment recommendations and technical support to three participating postsecondary colleges for the purpose of improving their electronic accessibility to students with disability;
3. Community education programs targeting those who influence the postsecondary success of students with disability.

This final report documents project structure, project results, dissemination, replication of the ATOC Model, impact, and continuation activities. Appendices are included.

38.

Center for Community (1993).

Family Networking & Community Connections Project: Final report. Vashon, WA: Author. (Comp. No. 84.158S - OSERS File No. 276)

final reports / Washington / family involvement

The Community Connections Project was intended to build on the existing transition planning process for high school students who were eligible for special education services from the Educational Service District (ESD) #121, located in Assaquah, Washington. The Project included three components: (1) to identify through the transition planning process the supports and services the students and families were interested in; (2) to work with the student and family to learn how to identify formal and informal supports while the student was in high school and after graduation; and (3) to access and use the supports and services. The Project utilized innovative strategies to assist students and families in planning, accessing services and supports at school, for jobs, living situations, creating new relationships, and contributing to the community. This final report includes an executive summary of project accomplishments, the Community Connections Guide, a report on project outcomes, and attachments.

39.

Ettinger, Judith (1994).

Final report: Enhancing Career Placement Services for Students with Disabilities in Community and Technical Colleges Madison, WI: University of Wisconsin-Madison, Center on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

final reports / Wisconsin / career placement / community colleges / postsecondary education

The original purpose of this project was to expand and improve career placement services in community and technical colleges for students with disabilities. The final report is organized by Tasks A-E as defined in the proposal. The project was completed as designed. As the project was completed, however, it was decided that the project would have a much greater impact if the focus were on improvement of career development services, not only placement services as stated in the original proposal. Inclusion of this concept led to more meaningful interactions with counselors and career development personnel than would have been possible if the project had just focused solely on placement services.

Task A - To convene and use a national steering committee (a) to review and evaluate the selection of pilot sites, documents, and survey instrument; and to attend various meetings for planning and review of project activities.

Task B - To conduct a national survey of career development programs that serve students with disabilities in community and technical colleges. The survey was designed to identify the types of services currently being used, the effectiveness of these services, and common barriers encountered in implementing such services. Another aim of the survey was to assess the employment status of graduates with disabilities.

Task C - To identify and study development and demonstration sites. A major component of this project was provision of technical assistance to four pilot sites (technical and community college campuses) so they could improve the career development services available for individuals with disabilities. Four sites were chosen that had the potential for collaborative relationships between career development staff and disability support service staff and whose administration was committed to the goals of the project.

Task D - Develop information products: a news release, two editions of a newsletter, three major publications, and a major article.

Task E - Conduct training and dissemination activities. A number of the products developed during Task D were disseminated as part of the work activities included under Task E.

40.

Albin, Joyce M.; & Rhodes, Larry (1993, May).

Changeover to community employment: The problem of realigning organizational culture, resources, and community roles. NIDRR, 91-113.

supported employment / program implementation / vocational rehabilitation

This paper focuses on the outcomes and processes of change of a number of organizations that serve individuals with severe mental retardation. The purpose of this paper is to review existing published reports of agency changeover to supported employment, to report the experiences and perspectives of a small sample of organizations that have been pursuing changeover, and to suggest recommendations for the future. In addition to published information, data from five organizations pursuing changeover and a summary of a telephone survey of those and three other organizations that have completed changeover are presented.

41.

Pumpian, Ian; & Fisher, Douglas (1993, May).

Job placement: The final frontier? NIDRR, 29-45.

supported employment / job placement / natural supports

This article takes a different perspective on job placement in supported employment. The authors suggest that supported employment programs and personnel must be restructured to expand beyond the overreliance on an agency job coach who places, trains, and monitors. A system for lifelong career and career change will require a more sophisticated set of supports and a wider number of support providers.

42.

Menchetti, Bruce M.; & Bombay, Holly E. (1994).

Facilitating community inclusion with vocational assessment portfolios. Assessment in Rehabilitation and Exceptionality, 1(3), 212-222.

vocational evaluation / community integration / assessment techniques

This paper describes a conceptually integrated vocational assessment model that provides a process for empowering individuals with disabilities, while, at the same time, facilitating their community inclusion. Integrating information from both traditional vocational assessment approaches and emerging person-centered models, a portfolio strategy guided by assumptions of individual choice, community presence, human relationships, and personalized supports has been designed for the purpose of discovering preferences, capacities, and support opportunities. The approach has been designed primarily for use with youths with disabilities who are approaching the transition from school to adult life in the community, but can be easily modified for adult vocational planning. This vocational assessment approach requires flexibility in existing policies and procedures and redefined roles and relationships for individuals with disabilities, their families, vocational evaluators,

psychologists, special educators, vocational educators, vocational rehabilitation professionals, employers, and other members of the community.

43.

Disability Resource Centre (1993).

Handbook for students with disabilities. Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

directories / Canada / postsecondary education

This handbook provides useful information to assist its users to quickly learn about various services on the University of British Columbia campus. Students with disabilities will save both time and energy finding out how and where to have their needs addressed.

44.

Warick, Ruth; & Canadian Hard of Hearing Association (1992).

Education issues for hard of hearing and late-deafened persons. Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

hearing impairments / Canada / policy analysis

This paper addresses the issue of accessibility to education for hard-of-hearing children, adolescents, and adults, as well as late-deafened persons, in Canada. The paper is designed to set policy directions for addressing the educational needs of this target group. In this respect, it serves as an overview covering a number of concerns. This document is divided into two sections. The first pertains to the formative years and covers preschool, elementary and secondary levels. The second section relates to the postsecondary level and adult education programs. In both sections, the paper discusses such issues as accessibility, support services, staff awareness and communications training, and summarizes issues for further action in these areas.

45.

McGill, Janice; Roberts, Sylvia; & Warick, Ruth (1994).

Post-secondary education & persons with disabilities: Canadian annotated bibliography. Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

Canada / literature reviews / postsecondary education

This annotated bibliography summarizes reports and research results undertaken in Canada on access to postsecondary education for persons with disabilities.

46.

Longhurst, Nancy Anne (1994).

The self-advocacy movement by people with developmental disabilities: A demographic study and directory of self-advocacy groups in the United States. Washington, DC: American Association on Mental Retardation

directories / self-advocacy / literature reviews

This book contains the results of a national demographic study of self-advocacy groups in the United States and a current directory of active self-advocacy groups organized on a state-by-state basis.

47.

Beard, John; Bull, Kay S.; & Montgomery, Diane (1991, March).

State directors of special education transition programs: State definitions, and real and ideal teacher competencies. Paper presented to the American Council on Rural Special Education, Nashville, TN, March 17-20, 1991. (ERIC Document Reproduction Service No. ED 342 543)

transition planning / program development / personnel preparation

This study surveys states' mandates, definitions, and components of transition programs that assist students with disabilities in successfully moving to the community environment. Among the 60 state-level directors of special education surveyed, 34 state and 4 territorial directors responded to the questionnaire comprised of eight questions, and nominated 230 exemplary transition programs for further study. Most respondents reported that at least half of their school districts had transition programs. When asked about rural districts specifically, more than half of the respondents reported that only 30 percent of rural districts had transition programs. The most identifiable components of a transition program included: (1) interagency cooperative planning, (2) community integration; (3) on-the-job training; (4) vocational rehabilitation counseling; and (5) parental involvement. Although the type of client varied, the educable mentally handicapped were the most likely clients in transition programs. Many desired competencies for special educators working in transition programs were not usually required. These desired competencies should be integrated into training programs. All students in special education classes need access to transition programs. Even when there are transition programs, teachers are not fully competent to conduct appropriate transition activities without further training. Tables presenting results of the survey are included. The appendix includes the questionnaire sent to the program directors of the nominated transition programs.

48.

Callahan, Michael; & Marc Gold & Associates (1993).

The seven phase sequence for balancing naturalness and individual employee needs.

Gautier, MS: Marc Gold & Associates.

accommodations / natural supports / program development

Successful facilitation of employment for persons with disabilities requires a balancing act of two perspectives which are often at odds in community workplaces -- the general decisions made by employers regarding the support given to their employees and the specific needs of individuals workers. The inclusion of employers in the facilitation of supported employment has been labeled as "natural supports." This strategy, however, has created its own set of challenges and pitfalls for providers of supported employment services. The Seven Phase Sequence discussed in this paper represents a conceptual model to balance the natural capacity of community workplaces and the individual needs of employees.

49.

Council for Exceptional Children (1994).

Statistical profile of special education in the United States, 1994. Teaching Exceptional Children, 26(3 (Supplement)).

special education / demographics

This article provides a picture of the state of special education for students with disabilities: Who is being served, what does it take to serve them, and what are the outcomes of this effort.

50.

Hughes, Carolyn; Killian, Daniel J.; Hwang, Bogseon; Kim, Jinho; Fischer, Gregory M.; & Alcantara, Paulo R. (1993).

School to adult life: An analysis of student outcomes in applied research. Unpublished manuscript, Vanderbilt University, Tennessee.

outcomes of education / community integration / research synthesis

Postsecondary outcomes are reported as unfavorable for many students who are making the transition from school to adult life. In response, increased attention has focused on student outcomes, aided in part by the Individuals with Disabilities Education Act (IDEA) of 1990 which broadened the scope of transitional programming beyond employment to include areas such as independent living and community participation. It is not known, however, if efforts of interventionists are underway to influence this expanded array of

student outcomes. To generate a data base to determine if student outcomes articulated by IDEA are being addressed in the applied research, an analysis of empirical literature was conducted to identify student outcomes targeted by intervention-based studies and model program interventions. A unique feature of the analysis was that only studies that were conducted in integrated, community settings were included. Findings indicated that investigations have sought to influence employment-related outcomes, community participation, or self-determination. Program implications of findings are discussed and recommendations for future areas of research are provided.

51.

Van Reusen, Anthony K.; Deshler, Donald D.; & Schumaker, Jean B. (1989).

Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in the individualized educational program planning process. Learning Disabilities, 1(2), 23-34.

learning disabilities / self-advocacy / individualized educational program (IEP)

This study investigated the effects of training adolescents with learning disabilities to use self-advocacy procedures during the Individualized Educational Program (IEP) conference. The study was conducted in an applied setting and involved 16 adolescents with learning disabilities. An IEP participation strategy was designed to enable students to: a) inventory their learning needs and interests, b) provide their inventoried information during a conference, c) ask appropriate questions during a conference, d) respond appropriately to questions during a conference, and e) verbally summarize their understanding of their IEP goals before the conclusion of the conference. Eight of the 16 students were randomly selected to serve as the treatment group and were individually taught to use the strategy. The remaining eight subjects served as the control group. A multiple-baseline across-individuals design and a posttest-only control group design permitted demonstration of the effectiveness of the strategy. Conditions of the study included baseline, treatment, post-training probes, and actual IEP conferences. Non-parametric analysis of the data concerning the type and quantity of verbal contributions made by the subjects revealed that both groups were capable of contributing information to the IEP conference, but the performance of the treatment subjects was significantly higher than the control subjects. The data further revealed that the IEP documents written for the eight treatment subjects reflected more goal statements made by the students than the documents written for the control subjects. The overall results of the study support the hypothesis that adolescents with learning disabilities can contribute important and relevant information to the IEP planning process. The effective involvement of adolescents with learning disabilities in planning their IEP goals has the potential for empowering these students to gain a perception of control and influence over their own learning and may contribute to a more powerful cumulative affect on their motivation for competent academic achievement and success in school.

52.

Wehman, Paul; & Kregel, John (1994).

Toward a national agenda for supported employment. Journal of Vocational Rehabilitation, 4(4), 231-242.

supported employment / vocational rehabilitation / program development / policy analysis

Community-based supported employment programs, as an alternative to traditional facility-based day programs, have changed the nature of vocational services for adults with mental retardation. Numerous demonstrations over the past two decades have unequivocally documented the employment potential of people with mental retardation. Despite these accomplishments, problems persist that may threaten the ultimate effectiveness of the program. In this article a national agenda for supported employment is delineated. Emphasis is placed on expanding the number of individuals in supported employment, promoting consumer choice, implementing the Americans with Disabilities Act, converting segregated day programs, and expanding the number of qualified personnel.

53.

Davis, Sharon (1994).

A status report to the nation on inclusion in employment of people with mental retardation. Journal of Vocational Rehabilitation, 4(4), 243-254.

community integration / supported employment

The Arc believes that the vast majority of people with mental retardation can be employed. With new knowledge and technology, even more people with mental retardation will be considered employable. In addition, with appropriate education, training, and support, these workers can be fully integrated into settings where they will receive equitable wages and benefits, including retirement programs for work performed. They will, therefore, contribute to their own independence and to the value of their community (The Arc, 1990).

54.

Rucker, Ronald E.; & Browder, Diane M. (1994).

Conversion from sheltered to integrated employment: Current practice and future directions. Journal of Vocational Rehabilitation, 4(4), 255-264.

conversion / supported employment / research synthesis

Current research on the conversion of segregated rehabilitation facilities to integrated job training is reviewed. These research data reveal that rehabilitation programs have primarily utilized supported employment as an "add on" to facility-based services. The data

also indicate that individuals receiving supported employment through rehabilitation programs are comparable to the overall population receiving these services. Although data on the benefits of the transition from sheltered to integrated employment for individuals with disabilities are sparse, those studies which exist suggest positive changes. Much more research is needed on the degree of implementation of supported employment in conversion and the variables that influence this implementation. Existing research also suggests that more attention be given to fostering organizational change and evaluating quality of life for participants in developing conversion program plans.

55.

West, Michael D.; Rayfield, R. G.; Clements, Carlyle; Unger, Darlene; & Thornton, Tracie (1994).

An illustration of positive behavioral support in the workplace for individuals with severe mental retardation. Journal of Vocational Rehabilitation, 4(4), 265-271.

behavior modification / supported employment

This article describes the use of positive behavioral support in the workplace for an individual with severe mental retardation and chronic job-threatening behaviors. Multiple interventions, including differential reinforcement, permanent prompts, and coworker support were used in an AB design for two unappealing behaviors, inappropriate nose wiping and loud snorting noises. Coworker and supervisor assessments of behavioral change were far more positive than the data indicate, likely because of the effect of renewed social contact on perceptions of the individual and his behaviors.

56.

Inge, Katherine J.; & Dymond, Stacy (1994).

Challenging behaviors in the workplace: Increasing a student's access to community-based vocational instruction. Journal of Vocational Rehabilitation, 4(4), 272-284.

behavior modification / community integration

Some students with severe disabilities have difficulty making the transition from school to employment because of interfering challenging behaviors. Teachers often are hesitant to involve them in community-based vocational instruction, fearing that employers will not be receptive to providing these students with job site experiences. The use of a changing criterion design and reinforcement to increase time on the work site may be one way to facilitate student participation while minimizing challenging behaviors. This article discusses the use of the single-subject design strategy to facilitate one student's ability to participate in community-based vocational instruction.

57.

Wolfe, Pamela S.; Boone, Rosalie S.; & Buggy, Tom (1994).

A review of business literature pertaining to the Americans with Disabilities Act: Who's talking to whom about what? Journal of Vocational Rehabilitation, 4(4), 285-295.

Americans with Disabilities Act (ADA) / business and industry / literature reviews

A content analysis of business literature to the Americans with Disabilities Act (ADA) was conducted. Using two CD ROM data bases, journal articles dating from November 1989 through October 1993 were accessed. The breadth of the search allowed for a look at the evolution of opinions and ideas presented in business journals from a speculative period before the law was enacted through a period in which compliance was the central issue. Articles were content analyzed to ascertain the following: (1) general information such as date, title, and author; (2) context of the ADA topic; (3) titles of the ADA discussed in the article (e.g., telecommunications, employment); (4) type of content (e.g., knowledge, application, or opinion); and (5) target audience of the journal. Results of the study indicated that business journals did address the ADA primarily as a main theme with regard to employment. Further, the majority of articles were knowledge based and targeted a variety of audiences. Virtually no articles were found that centered specifically on the ADA and individuals with mental retardation. Results of the study are discussed in reference to the implications for individuals with mental retardation and other disabilities.

58.

Griffin, Cary (1994).

Organizational natural supports: The role of leadership in facilitating inclusion. Journal of Vocational Rehabilitation, 4(4), 296-307.

natural supports / community integration / program development

The implementation of supported employment has focused on the skill requirements of front-line staff in relation to job development and on-site instructional technique. However, the commitment to community inclusion requires organizations to rethink their administrative structures and operations. Agencies must create open and reciprocal relationships with staff, as well as with typical community members and entities in order to facilitate the growth of natural supports for individuals with severe disabilities. Rehabilitation managers must take a leadership role in their agencies and in the larger community to move beyond the traditional service delivery resource limits of human service agencies.

59.

Michaels, Craig A. (Ed.) (1994).

Transition strategies for persons with learning disabilities. San Diego: Singular Publishing Group, Inc.

learning disabilities / curriculum / self-advocacy / postsecondary education / social skills

This text focuses on the transition from secondary education to employment, postsecondary education, independent living, social integration, and full participation in adult society for persons with learning disabilities. Strategies are presented for improving the transition outcomes of young adults with learning disabilities by: (a) building a revised set of basic skills into the secondary special education curriculum, (b) increasing the communication and cooperation among all stakeholders in the transition process, and (c) empowering young adults with learning disabilities to make choices in their lives by building self-advocacy and self-determination skills.

60.

Gerber, Paul J.; & Reiff, Henry B. (1991).

Speaking for themselves: Ethnographic interviews with adults with learning disabilities (International Academy for Research in Learning Disabilities, Monograph Series, Number 9). Ann Arbor: University of Michigan Press.

learning disabilities / case studies

This research monograph uses an ethnographic methodology to allow adults with learning disabilities to speak for themselves. Nine adults with learning disabilities were studied regarding all areas of their personal and working lives. The areas addressed (by design of the authors) were educational issues, vocational issues, social and emotional functioning, and adjustment to daily living.

61.

Gottesman, Ruth L. (1994).

The adult with learning disabilities: An overview. Learning Disabilities, 5(1), 1-14.

learning disabilities / research synthesis

This article focuses on the outcomes of childhood learning disabilities, adult symptomatology, and the educational and vocational status of adults with learning disabilities. The major conclusions are that learning disabilities are life-long disabilities and the childhood deficiencies in reading, language, memory, attention, visual perception, and

social-emotional adjustment do not disappear. These difficulties often affect the educational attainment, employment options, interpersonal relationships, and emotional well-being of adults with learning disabilities.

62.

Meltzer, Lynn; & Reid, D. Kim (1994).

New directions in the assessment of students with special needs: The shift toward a constructivist perspective. Journal of Special Education, 28(3), 338-355.

assessment techniques / special education

This article examines the influence of constructivism on models of assessment that are relevant for special education as well as general education. Discussion focuses on the diversity of assessment approaches that have been influenced by constructivist epistemology and the varying degrees to which different assessment systems incorporate constructivist principles. Selected assessment procedures are discussed, ranging from standardized systems to structured, informal assessment systems and unstructured assessment procedures that are reminiscent of Piaget's clinical method. Discussion focuses on new assessment procedures that incorporate selected features of a constructivist philosophy: (1) They are holistic, dynamic, and multidimensional in scope. (2) They account for the complex interactions among development and the curriculum. (3) They address metacognitive processes and strategic learning. (4) They are continuous with instruction. Assessment approaches that incorporate some or all of these characteristics have highlighted the problems associated with traditional methods of assessment, but the new approaches have raised new problems: practicality, cost-effectiveness, accountability, reliability, and validity.

63.

Inocenti, Mark S.; & White, Karl R. (1993).

Are more intensive early intervention programs more effective? A review of the literature. Exceptionality, 4(1), 31-50.

literature reviews / early intervention

Although people involved in the provision of early intervention services often assume that more intensive interventions result in better child outcomes than less intensive interventions, this assumption may be based more on cultural values rather than empirical evidence. In this article, the authors analyze the available evidence related to the question of whether more intensive interventions result in better outcomes. They considered three sources of evidence: (a) previous reviews of early intervention research, (b) a meta-analysis that included data on intervention intensity and outcomes, and (c) previously reported experimental studies that compared the effects of different levels of program intensity. Based on these combined sources, they suggest that there is little evidence at the present

time that more intensive programs lead to better outcomes for children with disabilities. Some, albeit quite limited, support exists that more intensive programs may be beneficial for disadvantaged children. They discuss issues related to obtaining a greater understanding of factors associated with intensity, the possibility of an intensity threshold for children with disabilities, areas that require greater emphasis in future research, and concerns regarding the construct of intensity.

64.

Greene, Gary; & Albright, Leonard (1994).

Transition services personnel preparation: A collaborative program. Career Development for Exceptional Individuals, 17(1), 91-103.

personnel preparation / California / transition specialists

This article describes the CSULB (California State University, Long Beach) Collaborative Transition Services Training Program. The purpose of this program is to recruit and train personnel from special education, vocational education, and adult services to become transition specialists. This article describes the (a) design and evolution of the program, (b) multiple procedures used over time to evaluate the quality of training provided to participants, (c) specific outcomes achieved by participants since completing the program, and (d) accomplishments and lessons learned from seven years of program implementation.

65.

Davis, Paula K.; & Chittum, Robert (1994).

A group-oriented contingency to increase leisure activities of adults with traumatic brain injury. Journal of Applied Behavior Analysis, 27(3), 553-554.

traumatic brain injury (TBI) / leisure and recreation

An interdependent group-oriented contingency and graphic feedback were used to increase the activity levels of residents of a group home for persons with traumatic brain injury. Results showed that the intervention was effective for four of the six subjects. Individual performances must be examined when implementing group contingencies because all subjects may not respond.

66.

Albin, Joyce M.; Rhodes, Larry; & Mank, David (1994).

Realigning organizational culture, resources, and community roles: Changeover to community employment. Journal of the Association for Persons with Severe Handicaps, 19(2), 105-115.

Although adults with severe mental retardation were one of the primary target groups intended to benefit from supported employment when it first emerged, the vast majority continue to be served in segregated sheltered work or non-work settings. To change this picture, many have believed that resources currently invested in day activity and sheltered employment programs must be redirected to supported employment. Recent studies suggest, however, that most rehabilitation organizations are adding supported employment to their existing array of services, rather than pursuing total changeover from facility-based to community-based employment support. If these data reflect the national experience, the anticipated and necessary shift of resources from segregated to community employment services is not occurring. To supplement existing data, a telephone survey was conducted of eight rehabilitation organizations pursuing changeover. This paper provides information on the experience of these eight organizations related to their reinvestment and agency changeover to supported employment, and offers recommendations for the future.

67.

Ayres, Barbara J.; Meyer, Luanna H.; Erevelles, Nirmala; & Park-Lee, Seunghee (1994).

Easy for you to say: Teacher perspectives on implementing most promising practices.
Journal of the Association for Persons with Severe Handicaps, 19(2), 84-93.

teacher attitudes / best practices

Difficulties in translating innovations that have been validated by researchers into practices that will be used by practitioners are widely acknowledged. Nevertheless, research on systems change is sparse and teachers are seldom asked for their perspectives on the implementation of innovations. Special education teachers (n=83) from five states in regions known for their efforts to develop quality educational programs for students with severe disabilities were surveyed for their knowledge and skills, the actual presence of quality indicators in their programs, and difficulties they experience in implementing various most promising practices. The results indicate that the self-reported ratings of the presence of the indicators is correlated with both teacher skill and degree of implementation difficulty. Analyses of teachers' comments to an open-ended question reveal common concerns regarding time constraints and administrative support as major obstacles to implementation. The results are discussed in the context of the nature of education as an applied science, the need for a research-to-practice literature on the implementation process for practitioners, and the need to acknowledge explicitly the support variables present in research on educational innovations that may be essential to implementation in practice.

68.

Billingsley, Felix F.; & Kelley, Bridget (1994).

An examination of the acceptability of instructional practices for students with severe disabilities in general education settings. Journal of the Association for Persons with Severe Handicaps, 19(2), 75-83.

severe disabilities / curriculum and instruction

This study investigated 51 instructional methods specifically targeted as best practices for the education of students with severe disabilities. A survey was mailed to 120 project directors, professors, administrators, and researchers who provided direct and/or indirect services to individuals with severe disabilities. A total of 53 surveys (44%) was returned and 51 were included in the final data analysis. Participants judged each method on familiarity, soundness, and appropriateness for implementation in general education settings. Findings indicated that all methods were judged both sound and appropriate by the majority of participants. Twelve methods, however, were considered inappropriate in academic settings by 20% or more of the respondents, whereas one method was considered inappropriate by at least 20% of participants in other regular education settings. Implications for practice, research, and preservice teacher preparation programs are discussed.

69.

Test, David W. (1994).

Supported employment and social validity. Journal of the Association for Persons with Severe Handicaps, 19(2), 116-129.

supported employment / Social Validity Matrix

Whereas considerable data exist demonstrating positive outcomes for people working as a result of supported employment, little attention has been paid to more qualitative measures of consumer satisfaction. Given the vast array of potential consumers of supported employment services, it seems imperative to determine consumer acceptability, or the social validity, of supported employment goals, procedures, and outcomes. The purpose of the present paper was to review a portion of the supported employment/social validity literature in relation to a proposed Social Validity Matrix and to suggest areas for future research. A review of 30 studies based on the matrix indicated future research is needed to (a) broaden the scope of supported employment social validity assessment, (b) investigate alternative strategies for assessing social validity, (c) develop systematic procedures for collecting and using social validity data, and (d) establish functional variables within supported employment.

70.

Lim, Levan H. F.; & Browder, Diane M. (1994).

Multicultural life skills assessment of individuals with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 19(2), 130-138.

assessment techniques / multicultural education / severe disabilities

Educators have become increasingly aware of the need for a multicultural perspective in assessing students with special needs. This article extends this discussion to life skills assessment for students with severe disabilities. The importance of culture and the purpose of multicultural education are reviewed with consideration given to the needs of students with severe disabilities. Guidelines are given to make a life skills assessment process more multicultural.

71.

Kearney, Christopher A. (1994).

Interrater reliability of the Motivation Assessment Scale: Another, closer look. Journal of the Association for Persons with Severe Handicaps, 19(2), 139-142.

Motivation Assessment Scale (MAS) / interrater reliability

Recent evidence indicates that the Motivation Assessment Scale (MAS), designed by Durand and Crimmins (1988) to measure influential maintaining variables of maladaptive behavior, is associated with inadequate interrater reliability. In this study, interrater reliability of the MAS was reinvestigated utilizing direct-care staff members familiar with persons with mental retardation. Problematic overt behaviors were evaluated in 42 adults in southern Nevada. MAS items were found to be reliable moderately but significantly across raters. Variables that affect reliability, including low or high behavior frequency, differential training procedures for raters, and setting selection should be considered closely by MAS administrators.

72.

Marder, Camille (1992).

Secondary school students classified as seriously emotionally disturbed: How are they being served? (Paper prepared for presentation at the American Educational Research Association annual meeting, San Francisco, April 1992). Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / secondary education / serious emotional disturbances (SED)

This paper examines what services are being received by students classified as seriously emotionally disturbed, school policies concerning their education, and the links between services, policies, and school performance. The data for the study population (N=782) were youth classified by their school districts as seriously emotionally disturbed, who constitute a subset of the National Longitudinal Transition Study (NLTS) sample.

73.

Thompson, Anne R.; & Dickey, Katherine Dooley (1994).

Self-perceived job search skills of college students with disabilities. Rehabilitation Counseling Bulletin, 37(4), 358-370.

job search skills / postsecondary education / Americans with Disabilities Act (ADA)

College students with disabilities from 16 universities in eight states responded to a survey of self-perceived job search skills. Results indicated that students with disabilities could not describe how the Americans With Disabilities Act protects them in their employment search. Additionally, they were not confident of their ability to disclose their disability to an employer. College students with disabilities had more work experience than was reported in previous studies of similar individuals. Four factors that positively influenced the self-perceptions of students with disabilities were (a) satisfied with college major, (b) knew what kind of job to look for upon graduation, (c) had paid work experience, and (d) had an acquired disability.

74.

Osborne, Allan G., Jr.; & DiMattia, Philip (1994).

The IDEA's least restrictive environment mandate: Legal implications. Exceptional Children, 61(1), 6-14.

Individuals with Disabilities Education Act (IDEA) / case law / least restrictive environment (LRE)

The Individuals with Disabilities Education Act (IDEA) states that students with disabilities are to be provided with a free appropriate public education in the least restrictive environment (LRE). During the early years of the IDEA, the courts generally deferred to school officials on LRE matters and ruled in favor of more restrictive placements. In some recent cases, however, courts have taken a more activist stance. These decisions may signal a new era in LRE case law. Nineteen years after the passage of P.L. 94-142, the courts may be growing impatient with school officials for not providing least restrictive environments for students with disabilities.

75.

Fuchs, Lynn S.; & Deno, Stanley L. (1994).

Must instructionally useful performance assessment be based in the curriculum?
Exceptional Children, 61(1), 15-24.

curriculum-based assessment (CBA) / literature reviews

The purpose of this article is to examine the importance of the most salient feature of a performance-assessment approach known as curriculum-based assessment: that testing material be drawn from the students' instructional curricula. First, the authors review the literature on (a) the match between tests and curricula and (b) comparisons of measurement validity and instructional utility when sampling student performance in and out of the instructional curriculum. Second, they discuss the potential advantages and disadvantages of sampling performance in the curriculum. After concluding that sampling from the curriculum is not essential, three critical features to ensure the instructional utility of measurement are discussed.

76.

Alcantara, Paulo R. (1994).

Effects of videotape instructional package on purchasing skills of children with autism.
Exceptional Children, 61(1), 40-55.

video instruction / curriculum and instruction / autism

This study evaluated the effects of a videotape instructional package (i.e., viewing videotapes, on-site prompting, and reinforcement) on the acquisition and generalization of children's grocery-purchasing skills in community settings. A multiple-baseline design across settings and within three children with autism was implemented to evaluate the training program. Acquisition of the skills taught was rapid and transferred to other settings. After training in two stores, all students increased their level of performance in the third store. Results show that the use of a videotape instructional package is an effective training tool to teach community survival skills.

77.

Alston, Reginald J.; McCowan, Carla J.; & Turner, William L. (1994).

Family functioning as a correlate of disability adjustment for African Americans.
Rehabilitation Counseling Bulletin, 37(4), 277-289.

vocational rehabilitation / minorities

Identification of cultural resources that facilitate adjustment to disability for minority clients is essential for effective rehabilitation. A family strengths model designed to delineate factors associated with psychosocial adjustment for African American clients is explored. Significant correlations were found between acceptance of disability and nature of family functioning for successful African American clients. Moreover, the African American family strengths contained in the model were found to be predictive of adjustment. Implications for rehabilitation practice and recommendations for research are provided.

78.

Hagner, David C.; & Helm, David T. (1994).

Qualitative methods in rehabilitation research. Rehabilitation Counseling Bulletin, 37(4), 290-303.

research and practice / vocational rehabilitation

Quantitative and qualitative research approaches each play a significant role in the development of knowledge, strategies, and public policy in the field of vocational rehabilitation. Qualitative methodologies in general, however, are less well understood than are quantitative methodologies, and qualitative research is sometimes viewed as more mysterious or less "scientific" than is quantitative research. The authors outline the major features of qualitative research methods and the rehabilitation research contexts for which these methods are particularly appropriate. Representative examples of qualitative rehabilitation research are presented. Strategies for handling threats to reliability and validity within the qualitative tradition and criteria for assessing the adequacy of a qualitative study are presented.

79.

Newman, Lynn; & Cameto, Renee (1993).

What makes a difference? Factors related to postsecondary school attendance for young people with disabilities. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / postsecondary education / retention

Those students who were in secondary school in 1987 during the first wave of NLTS data collection and were out of secondary school in 1990 when the second wave of NLTS data collection took place are the focus of this paper. In examining the relationship of high school and student background factors to postsecondary enrollment, the authors focus on two types of postsecondary education: enrollment in a vocational program (a postsecondary vocational school or vocationally oriented 2-year college program), and enrollment in an academic program (an academically oriented 2-year college program or a 4-year college/university). The paper begins with a description of postsecondary school enrollment,

and then continues with an examination of some of the factors that theory, research, and experience suggest relate to postsecondary attendance of youth with disabilities.

80.

Blackorby, Jose; Hancock, Gregory R.; & Siegel, Shepherd (1993).

Human capital and structural explanations of post-school success for youth with disabilities: A latent variable exploration of the National Longitudinal Transition Study. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / success / outcomes of education

This paper describes an exploration of the transition from school to young adulthood of youth with disabilities from the first wave of the National Longitudinal Transition Study (NLTS). The strengths of NLTS allowed the examination of two popular sociological perspectives to explain the postschool success of youth with disabilities: 1) human capital in the form of education and training; and 2) structural factors such as family and community background. Seven latent constructs -- Community Thrive, Family Thrive, School Thrive, School Programs, Academic Difficulty, Individual Aptitude, and Postschool Success -- were identified as generally representing either of the conceptual orientations, their combination, or postschool success and were reflected in a number of measured variables. Further, hypothesized relationships among these latent constructs might differ for youth in different disability categories. Results suggested that both structural and human capital constructs significantly related to Postschool Success. However, the relative importance of the two types of factors varied by disability. Implications for practice and further research are discussed.

81.

Wagner, Mary (Ed.) (1993).

The secondary school programs of students with disabilities: A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / secondary education / special education

This report considers several key topic areas involving secondary school programs for students with disabilities to help inform the debate regarding future changes in education policy and programs:

1. overall high school experience
2. academic course-taking
3. vocational preparation
4. placement
5. support services for students.

To address these topics, this report uses data from the National Longitudinal Transition Study of Special Education Students (NLTS), which was mandated by the U.S. Congress in 1983 in response to growing concerns about the outcomes of young people with disabilities.

82.

Marder, Camille; Wechsler, Marjorie; & Valdes, Kathryn (1993).

Services for youth with disabilities after secondary school: A special topic report from the National Longitudinal Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / human services / needs assessment

This report provides a picture of the adult service experiences of young people with disabilities in their first five years after leaving secondary school. It examines the patterns of service need and receipt in the first few years after secondary school of youth who were served by special education in secondary school in 1985-86 and left secondary school between 1985-86 and 1989-90. Although the services that youth may have needed and received can be quite varied, this report focuses on five broad categories of service: vocational assistance; life skills training or occupational therapy; help from a tutor, reader, or interpreter; personal counseling or therapy; and physical therapy or mobility training. The authors also examine supervised living arrangements and programs in activity centers.

83.

Javitz, Harold; & Wagner, Mary (1993).

Report on sample design, Wave 2 (1990): A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / data analysis

This report documents the sample design of the second wave of the National Longitudinal Transition Study of Special Education Students (NLTS) and examines nonresponse bias.

84.

Marder, Camille; Habina, Katherine; & Prince, Nan (1992).

The National Longitudinal Transition Study of Special Education Students: Report on procedures for the second wave of data collection (1990). Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / data analysis

This report documents the collection of data and data processing procedures for Wave 2 (1990) of the NLTS and is intended to serve several purposes. First, knowing how data were collected and handled provides a context for various audiences to understand the nature and meaning of the findings the study generates. Also, documenting data collection experiences from a study as large and complex as the NLTS can provide useful guidance to other researchers who may be working in the transition arena now or in the future. In addition, establishing comparability of data items and collection procedures between state or local studies and the NLTS can strengthen the confidence in findings synthesized from the many studies of transition being conducted in special education research.

85.

Wagner, Mary; Blackorby, Jose; Cameto, Renee; Hebbeler, Kathleen; & Newman Lynn (1993).

The transition experiences of young people with disabilities: A summary of finding from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / transition planning / outcomes of education

This document summarizes key findings from the National Longitudinal Transition Study of Special Education Students (NLTS) on the experiences and outcomes of young people with disabilities nationally while they were in secondary school and in the early postschool years.

86.

Wagner, Mary; Blackorby, Jose; & Hebbeler, Kathleen (1993).

Beyond the report card: The multiple dimensions of secondary school performance of students with disabilities. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / secondary education / program evaluation

The findings from the NLTS that are presented in this report constitute the most comprehensive information currently available on the high school performance of students with disabilities in regular secondary schools. The report focuses on several important dimensions of secondary school performance and examines the interrelationships among them and their relationships to other individual, family, and school factors.

87.

Hebbeler, Kathleen (1993).

Traversing the mainstream: Regular education and students with disabilities in secondary school: A special topic report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / regular education / special education

The purpose of this report is to document what has been learned through the National Longitudinal Transition of Special Education Students (NLTS) about regular education and secondary students with disabilities. This report summarizes what has been learned about the role of regular education in the school programs of high school students with disabilities and how regular education in secondary schools relates to outcomes for young adults with disabilities.

88.

Davern, Linda; Ford, Alison; Erwin, Edward; Schnorr, Roberta; & Rogan, Patricia (1993).

Working toward inclusive schools: Guidelines for developing a building-based process to create change. Syracuse, NY: Syracuse University, Special Education Programs, Inclusive Education Project.

inclusion / New York / program development

The Inclusive Education Project was a collaborative project between the Syracuse City School District and Syracuse University. The goal of the U.S. Department of Education-funded project was to create or further develop schools as communities in which all students, regardless of their learning, physical, or emotional characteristics, can attend and experience full membership.

Each year of the Inclusive Education Project, three schools convened working groups which engaged in a planning process to develop their vision of an inclusive school. These schools, like many others throughout the nation, were concerned about the separate status that students with special needs had within their buildings. This working group process was used to build consensus among the staff regarding the need for greater inclusion, as well as to determine which actions would lead toward the ultimate goal of building an inclusive school.

The guidelines in this report are a compilation of what the authors have learned in the use of this process.

89.

U.S. Department of Education, Office of Educational Research and improvement, Office of Research (1994).

School-to-work: What does research say about it? Washington: U.S. Department of Education.

research synthesis / School-To-Work Opportunities Act of 1994 / program development

As educators and policymakers plan who the School-to-Work Opportunities Act of 1993 will serve, the more they know about subgroups of students and how federal laws effect them, the easier they can design the programs. The papers in this guide were commissioned by the School-to-Work Transition Team in the Office of Educational Research and Improvement to answer the following questions:

1. What do the most recent data from the German apprenticeship program tell us?
2. If the original intent of the proposed U.S. legislation is to help the noncollege bound make the transition from school to work, what do we know about these young people?
3. Which current federal programs may affect this new legislation?
4. What relevant governance issues need to be examined?
5. Given what we know and where we need to be to create a system, is there already a working model in the United States?

90.

Allen, Thomas E.; Lam, Kay H.; Rawlings, Brenda W.; Rose, Debra E.; & Schildroth, Arthur N. (1994).

Young deaf adults and the transition from high school to postsecondary careers (Gallaudet Research Institute Occasional Paper 94-1). Washington, DC: Gallaudet University.

postsecondary education / deafness

This monograph reports on summary data from a series of surveys conducted between 1986-1991 concerning the transition of deaf youth from high school to their postsecondary careers.

91.

West, Michael D.; Kregel, John; & Revell, Grant (1994).

Supported employment (or what passes for it) in America: Comments on Beyond the Workshop. Journal of Vocational Rehabilitation, 4(4), 308-311.

supported employment / inclusion

Beyond the Workshop, a recently issued monograph by the Institute for Community Inclusion projects numbers of supported employment participants and provider agencies that far exceed those reported by national surveys of state systems by the Rehabilitation Research and Training Center on Supported Employment. This article discusses methodological and definitional issues regarding these discrepancies.

92.

Williams-Reeb, Renee; Janke, Wendall; & Bishop, Barbara (1993).

It's your choice: Planning for life after high school. A choice-making workbook for individuals with developmental disabilities. Lawrence, KS: Full Citizenship, Inc. (Comp. No. 84.158N - OSERS File No. 263)

transition planning

This workbook goes along with the video, "It's Your Choice: Planning for Life After High School" (next entry). Its purpose is to help the young person with disabilities start thinking about making decisions about life after high school. The six chapters cover making choices, where to live, how to get around, learning opportunities, where to work, and what to do for fun.

93.

Full Citizenship, Inc. (1993).

It's your choice: Planning for life after high school [Videocassette]. Lawrence, KS: Full Citizenship, Inc. (Comp. No. 84.158N - OSERS File No. 263)

video production / transition planning

This 14-minute video goes along with the workbook, "It's Your Choice: Planning for Life After High School" (previous entry). Its purpose is to help the young person with disabilities start thinking about making decisions about life after high school.

94.

Hoffmann, Frances L.; & Mastrianni, Xavier (1993).

The role of supported education in the inpatient treatment of young adults: A two-site comparison. Psychosocial Rehabilitation Journal, 17(1), 109-119.

supported education / psychiatric disabilities

Developmental issues, and their interaction with psychopathology, complicate the treatment of the young adult psychiatric patient. Supported education programs have

emerged as a viable treatment strategy tailored to the developmental and psychiatric needs of this population. The efficacy of supported education in the treatment of young adult psychiatric patients is investigated by comparing treatment outcomes of two inpatient settings, one a specialized inpatient supported education service, one a more traditional approach to the inpatient treatment of young adults. Results show that patients participating in the supported education service sustained stronger student identities, returned to college at higher rates, maintained higher academic aspirations, and reported greater ease in the transition to more normative settings following hospitalization.

95.

O'Neal, Linda; & DeBoer, Diane (1994).

Final report: Skills Necessary for Self-Determination. September 1, 1991 - June 30, 1994. Irvine, CA: Irvine Unified School District. (Comp. No. 84.158K - OSERS File No. 313)

final reports / self-determination / California

The purpose of this project was to identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school school experiences that lead to the development of self determination through five components including: curriculum, mentoring, parent participation, collaboration, and evaluation.

96.

Irvine Unified School District (1994).

Transition: A handbook for parents, students, and advocates. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

transition planning / parent involvement / California

This guide is designed, through the Irvine Unified School District's Self-Determination Project, to aid in the understanding of the transition process and pertinent special education issues.

97.

Irvine Unified School District (1994).

Orange County resources: A directory. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

directories / California

This directory is a non-inclusive listing of the agencies responsible for providing service to adults with disabilities in Orange County, California.

98.

Thompson, Anne R. (1994).

Final report: Career Development Project. Mississippi State: Mississippi State University, Department of Counselor Education and Educational Psychology. (Comp. No. 84.078C - OSERS File No. 306)

Mississippi / final reports / postsecondary education / Career Development Project

The overall goal of the Career Development Project was to enhance the transition of college students with disabilities from college to professional employment through the implementation of a career model. The model had three main objectives to accomplish this goal. The first objective was to promote career knowledge, career maturity, career decision making skills, and job search skills of college students with disabilities. The second objective was to increase the knowledge of college faculty, school personnel, career placement personnel, and vocational rehabilitation counselors about the career development and job search skills needs of college students with disabilities. The third objective was to develop informational and technical materials regarding career development for college students with disabilities to be disseminated throughout Mississippi and nationally.

99.

Satcher, Jamie; & Dooley-Dickey, Katherine (n.d.).

College students' guide to the Americans with Disabilities Act of 1990 (Title I). Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

Americans with Disabilities Act of 1990 (ADA) / postsecondary education

The purpose of this booklet is to provide college students with disabilities an overview of Title I of the ADA.

100.

Crockett, Kathy; Thompson, Anne; & Wade, Kathy (n.d.).

Guide to job seeking & retention for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

job search skills / Mississippi / Career Development Project

This project product developed by the Career Development Project in Mississippi provides hints for job seeking and job retention for students with disabilities.

101.

Holland, Jane A.; Thompson, Anne R.; & Bethea, Leslie L. (n.d.).

Resource guide for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

directories / Mississippi / Career Development Project

This project product developed by the Career Development Project identifies agency resources in Mississippi for students with disabilities.

102.

Holland, Jane A.; Thompson, Anne R.; & Fishel, Kelly H. (n.d.).

Guide to interview skills for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

interview skills / Mississippi / Career Development Project / postsecondary education

This project product developed by the Career Development Project in Mississippi provides interviewing guidelines for students with disabilities.

103.

Mandlawitz, Myrna (1994).

Crosswalking the National Agenda and Goals 2000. Alexandria, VA: National Association of State Directors of Special Education, Inc.

Goals 2000 / National Agenda / policy analysis / special education / outcomes of education

This report is an attempt to show graphically the many intersections between Goals 2000 and The National Agenda for Achieving Better Results for Children and Youth with Disabilities. The document is intended to be used by individuals concerned about the education of students with disabilities to facilitate discussions about educational reform and restructuring in a special education context.

104.

Siegel, Shepherd; Greener, Karen; & Wiess, Melissa (1994).

Career Ladder Program: Multi-District Outreach. Final report, September, 1994. San Francisco, CA: The Career Ladder Program. (Comp. No. 84.158Q - OSERS File No. 287)

final reports / Career Ladder Program / California

This final report briefly describes the goals, objectives, and accomplishments of the Career Ladder Program. The goals and objectives of the program were:

1. To provide training in the CLP model to employers, families, school- and rehabilitation-based personnel;
2. To facilitate agreements that put locally-owned versions of the CLP model into operation;
3. To adapt the CLP model to the various local situations in the hosting communities;
4. To provide ongoing consultation as replications are put into place.

The three components of the Career Ladder Program are the community classroom, the employment skills workshop, and the ongoing availability of transition services. The project has made successful replications of the first two of its three components in over seventeen school districts in the almost three years of activities, and the initiation of such efforts in at least seven more. Implementation of the final component is underway.

105.

Copman, Sandra (1993).

Final program evaluation of STRIVE - a three-year transitional skills development demonstration program for Boston Public High School students with disabilities. Boston, MA: Boston Public Schools. (Comp. No. 84.158N - OSERS File No. 267)

final reports / STRIVE Program / Massachusetts / vocational training

The STRIVE Program was first proposed to OSERS for funding consideration based upon the local need to prepare high school students with disabilities for the work force and community living after they have left high school and the mandated services of P.L. 94.142 had ended. The program rationale was also based upon the national need to address a multiplicity of student-centered concerns. Even after four years since the demonstration program began, research continues to demonstrate the need for young adults with disabilities -- indeed, most if not all students in today's schools, particularly from the inner cities of the nation -- to receive education and training experiences before high school is over that are geared towards preparation for life after high school, for making responsible decisions, for acquiring skills for the changing industries, and for attaining quality of life.

This final report of the STRIVE program provides the following categories of information:

1. General overview of the program
2. Employment-related outcome and activity indicators

3. Overall results and conclusions
4. Summary.

106.

Academy for Educational Development, in collaboration with City Lights School. (1994).

The City Lights Transition to Integrated Postsecondary Environments Research Project: Final report. Washington, DC: Author. (Comp. No. 84.158P - OSERS File No. 281)

final reports / Washington, DC / City Lights School / minorities / secondary special education

This report describes a three-year study of the effects of transition services provided at City Lights School in the District of Columbia. The study was funded by an Office of Special Education and Rehabilitative Services (OSERS) Transition to Integrated Postsecondary Environments grant to the Academy for Educational Development (AED) and City Lights. Under the grant, Academy and City Lights research staff jointly developed a longitudinal research design and data collection system at the school. With Academy support, City Lights staff implemented the study, ultimately collecting in-program and post-program process and outcome data on 319 students between October 1991 and September 1994. The goals of the project were:

1. To enhance the City Lights program with a strengthened career education and job placement and training component.
2. To examine the City Lights program, studying a different cohort of fifty 16- to 21-year-old minority youth with disabilities each year of the three-year project in order to achieve a clear understanding of the transition to postsecondary environments made by these youth.
3. To disseminate research findings and conclusions as well as program products and information to similar community-based therapeutic day schools and vocational rehabilitation service organizations in cities across the country.

The project's first goal of strengthening City Lights's vocational program components was prompted by the special needs of its students: seriously emotionally disturbed, inner-city, African-American youth with multiple social, economic, and educational disadvantages. Such youth face special environmental obstacles to successful transition -- including lack of family support, crime-ridden neighborhoods, criminally involved peers, and poverty -- as well as internal or psychological impediments including low aptitude for learning, aggressive tendencies, and poor peer adjustment. The report describes City Lights's psychoeducational treatment approach and how the study measured its effect on student outcomes.

Because of the student participants' many transition-related problems and the school's emphasis on treating their problems, researchers were faced with several research design obstacles. To accomplish the second goal, procedures such as a "rolling" sampling method, in which students were added to the sample continuously as they entered school, and a one-sample, non-experimental, pre-/post-design were employed for analytic purposes....

Finally, in addressing the third goal, several research publications, presentations, and professional contacts were made by Academy and City Lights staff. Working with the

Academy and other external partners such as the Transition Research Institute and local foundations, City Lights has greatly enhanced its research and other organizational capacity through project-related activities. The school now stands poised to pursue even more ambitious research, evaluation, and other projects aimed at generalizing lessons learned to the broader community of organizations serving at-risk youth.

107.

Donovan, Mark R. (1994).

Final performance report: Replication of the Marriott Foundation's "Bridges" transition model. Washington, DC: Marriott Foundation for People with Disabilities. (Comp. No. 84.158Q - OSERS File No. 289)

final reports / Bridges Transition Model / Marriott Foundation

The primary goal of the Marriott Foundation for People with Disabilities has been to develop and implement a model program whereby youth with disabilities, in their final year of high school, are hired by local companies into positions commensurate with (1) the labor needs of the company and (2) the youths' interests and abilities. The model is named "Bridges...from School to Work," and has three important purposes: (1) to provide students with a meaningful job placement prior to leaving school, (2) to help local employers gain access to another valuable source of employees, and (3) to assist those employers in making reasonable accommodations for their workers with disabilities. This final report documents all project objectives and accomplishments.

108.

Inge, Katherine J.; & Wehman, Paul (1993).

Final report: Vocational Options Project for Students with Severe Disabilities. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center on Supported Employment. (Comp. No. 84.158N - OSERS File No. 269)

final reports / Vocational Options Project / Virginia / community-based training

The purpose of this project was to demonstrate the effectiveness of community-based vocational training and supported employment for adolescents with severe disabilities. In this project 23 youth ranging in ages from 16-22 participated in two to four community non-paid vocational training experiences. Of these, 10 were placed in various paid supported employment options. All students participating in the project met the federal definition of severely handicapped youth and were enrolled in public school programs. This final report describes project goals, objectives, and accomplishments.

109.

Arrowhead Community Colleges, Northeastern Minnesota (1994).

EASE Project: Equal access for students to education and experience. Virginia, MN: Mesabi Community College. (Comp. No. 84.078C - OSERS File No. 304)

EASE Project / Minnesota / transition planning / postsecondary education

This manual for the EASE Project is designed to help other colleges replicate the program. The EASE Project provided services to students with disabilities on six of the seven Arrowhead Community Colleges in Northeastern Minnesota. The ultimate goals of the program were to improve services to students with disabilities in transition from high school, support in college, and transition to employment.

110.

Gaylord-Ross, Robert; Park, Hyun-Sook; Johnston, Stacey; Lee, Mellanie; & Goetz, Lori (1995).

Individual social skills training and co-worker training for supported employees with dual sensory impairment: Two case examples. Behavior Modification, 19(1) (ERIC Document Reproduction Service No. 78-94)

social skills / supported employment / co-worker involvement

Two case studies examined the efficacy of two social enhancement procedures -- individual social skills training (SST) and co-worker intervention for two employees with dual sensory impairment who were working in competitive employment but who were socially isolated from contact with their nondisabled co-workers. A variety of measures, including direct behavioral observations and social validation ratings, examined social interaction and the formation of social networks in the workplace. Results showed that the number and duration of social interactions improved with each of the social enhancement programs. Social validation data and anecdotal reports indicated that the employees with disabilities became more socially competent, interactive, and included in the social network of the workplace. Interestingly, SST followed by co-worker training resulted in greater increases in social responding as compared to co-worker training followed by SST.

111.

Arrowhead Community Colleges (1994).

EASE Project: Equal access for students to education and experience [Final report]. Virginia, MN: Author. (Comp. No. 84.078C - OSERS File No. 304)

EASE Project / final reports / Minnesota / postsecondary education

The EASE Project provided services to students with disabilities on six of the seven Arrowhead Community Colleges in Northeastern Minnesota. The EASE Project's original proposal intended to serve 350 students over the 3-year grant period in the successful transition to college, persistence in college, and job placement or college transfer. Collectively, over the three-year EASE Project, 550-600 students with disabilities were served on the Arrowhead Community College Campuses. The goals of the EASE Project included: transition to postsecondary education; support for success in college; and transition to employment or 4-year college. This final report documents the accomplishments, barriers, and recommendations of the EASE Project.

112.

Grogger, Jeff (1994).

The early careers of non-college-bound men. Washington, DC: Employment Policies Institute.

wages / restaurants / career development

The conventional wisdom on the earnings prospects of non-college-bound youths portends a bleak future. These youths are thought to be trapped in "dead-end" jobs which do not impart useful skills and hence do not lead to earnings growth. The lack of skills acquisition in turn leads only to more dead-end jobs. In this paper, the author examines the reality behind such a perspective. He finds that, contrary to conventional wisdom, non-college bound youth actually experience both wage growth and significant job and industry mobility in their early work years. This study provides baseline data on the early careers of non-college-bound men. This report also focuses on restaurant employment, which is an important source of jobs for young workers.

113.

Ruhm, Christopher J. (1994).

The effects of high school work experience on future economic attainment. Washington, DC: Employment Policies Institute.

employment / follow-up studies

This study uses the National Longitudinal Survey of Youth (NLSY) to track earnings histories of high school students over a period of 12 years, starting in either their freshman or sophomore year of high school. It finds that, contrary to some previous research, there is no harmful effect from teenage employment. Seven to ten years after leaving high school (well after the normal end of a college education for those who continue on in school), those individuals with high-school work experience report average earnings that are higher than their peers who did not work while in school.

114.

Howe, Kenneth R.; & Miramontes, Ofelia B. (1992).

The ethics of special education. New York: Teachers College, Columbia University.

special education / ethics

The authors delineate the ethical issues most salient and pressing to special education, and provide a philosophically grounded framework for their discussion. Using the case method, the book presents 35 real-life situations that raise personal, institutional, and policy issues; 23 of the cases are accompanied by analyses, and the remaining 12 are provided for further exploration. This approach allows students to reason and collaborate about ethical issues rather than simply to master a set of principles and precepts.

115.

Louis Harris and Associates, Inc. (1994).

N.O.D./Harris Survey of Americans with disabilities. New York: Author.

quality of life / community integration / follow-up studies

Louis Harris and Associates has conducted numerous studies of, for, and about persons with disabilities. This study, commissioned by the National Organization on Disability [N.O.D.] and conducted by Louis Harris, was designed to provide comprehensive and up-to-date measures of a number of key issues including: quality of life, employment, and social opportunities; job discrimination and other barriers; familiarity with the Americans with Disabilities Act; special needs; sense of common identity; access to health care and satisfaction with services; and participation in religious activities. This survey includes a supplement entitled, The New Competitive Advantage: Expanding the participation of people with disabilities in the American work force, a Business Week special advertising section in association with the National Organization on Disability.

116.

Mithaug, Dennis E. (1994, August).

Equity and excellence in school-to-work transitions of special populations.
CENTERFOCUS, (No. 6), 1-4.

transition planning / best practices

This paper identified criteria for developing school-to-work transitions to insure that all students, including those with disabilities, will be included in these efforts and will experience success as a result of this inclusion.

117.

Stern, David; Finkelstein, Neal; Stone, James R., III; Latting, John; & Dornsife, Carolyn (1994).

Research on school-to-work transition programs in the United States. Berkeley: National Center for Research in Vocational Education, Graduate School of Education, University of California at Berkeley.

transition planning / program development / research synthesis

This study reports on research conducted on approaches that lead to effective articulation for the education-to-work transition, including tech-prep programs, cooperative education or other work-based programs, such as innovative apprenticeship or mentoring approaches. Encouraged by federal legislation, localities and states are designing new school-to-work systems. This report is intended to assist these design efforts by presenting the results of research on existing school-to-work programs in the United states.

118.

Ip, Sau Mei Vitti; Szymanski, Edna Mora; Johnston-Rodriguez, Sarah; & Karls, Sarah Fenlon (1994).

Effects of staff implementation of a choice program on challenging behaviors in persons with developmental disabilities. Rehabilitation Counseling Bulletin, 37(4), 347-357.

serious emotional disorders (SED) / vocational rehabilitation

The provision of opportunities for choice has been suggested as an important component in rehabilitation of persons with challenging behaviors. The current quasi-experimental study was constructed to examine the effects of staff implementation of a choice program on the reduction of challenging behaviors of 21 people with developmental disabilities who resided in supported community residences in Wisconsin. The choice program produced significant decreases in frequency [$f(1,18) = 6.96, p = .02$] and severity [$F(1,18) = 5.48, p = .03$] of challenging behaviors.

119.

Majumder, Ranjit K.; Walls, Richard T.; Fullmer, Steven L.; & Dowler, Denetta L. (1994).

Information flow in vocational rehabilitation. Rehabilitation Counseling Bulletin, 37(4), 332-346.

vocational rehabilitation / program evaluation

Chunks of information that could be involved in a typical rehabilitation case were tabulated in 10 subject-matter classes. The direction-of-flow categories for these chunks of

information were identified as client to counselor, counselor to client, counselor to supervisor, counselor to vendor, counselor to state office, counselor to case folder, counselor to Workers Compensation, counselor to rehabilitation center, supervisor to various parties, and vendor to counselor. The 2,181 chunks seemed to be dominated by medical-functional information at the intake stage, economic at the process stage, and service at the outcome stage. The client, counselor, and vendors were identified as the information hubs.

120.

Aune, Betty (Ed.) (1994).

Career development, employment, and technology for college students and graduates with disabilities: An annotated bibliography. 1994 Edition. Minneapolis: Career Connections and Careers On-Line, Disability Services, University of Minnesota. (Comp. No. 84.078C - OSERS File No. 291 & 352)

literature reviews / Career Connections / postsecondary education

This annotated bibliography is the third in a series prepared by Career Connections, a project funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and housed in Disability Services at the University of Minnesota. Project ICAN, an OSERS-funded project at the University of Massachusetts-Amherst, collaborated on the first two bibliographies in the series and Careers On-Line, another University of Minnesota OSERS-funded project, assisted in preparation of this year's bibliography. The focus of this bibliography is on the career development and employment of college students and graduates with disabilities with an additional section on technology as it relates to employment.

121.

Altschul, Peter; & Michaels, Craig A. (n.d.).

Access to Employment: Building career opportunities for college and graduate students with disabilities. Unpublished manuscript, National Center for Disability Services, Albertson, NY. (Comp. No. 84.078C - OSERS File No. 338)

career development / Access to Employment / postsecondary education / employer involvement

The Career and Employment Institute of the National Center for Disability Services is currently managing a three-year Research and Demonstration project entitled "Access to Employment." Its mission is to improve the employment potential of, and career options for, college students with disabilities in managerial and professional positions within the private sector. This article: (a) highlights the factors leading to the National Center's seeking funding for this project, (b) describes project activities to date, (c) presents some of the barriers universities are experiencing in promoting employment opportunities for

students with disabilities, and (d) touches upon some of the strategies that schools are beginning to implement to attack these barriers.

122.

Heal, Laird W.; & Rusch, Frank R. (in press).

Predicting employment for students who leave special education high school programs.
Exceptional Children,

special education / outcomes of education

A hierarchical regression analysis featuring 35 community, family, student, and school program characteristics, entered in a controlled order, was used to assess prediction of employment. Results showed that personal characteristics (especially being male and having living skills and/or academic skills) dominated the prediction of post-school employment. Family income, the authors' proxy for socioeconomic status, also contributed significantly to this prediction. School programs had minimal effect on post-school employment once student competence and family characteristics had been controlled (held constant) statistically.

123.

Tashie, Carol; Shapiro-Barnard, Susan; Dillon, Ann Donoghue; Schuh, Mary; Jorgensen, Cheryl; & Nisbet, Jan (1993).

Changes in latitudes, changes in attitudes: The role of the inclusion facilitator. Concord, NH: Institute on Disability/University Affiliated Program, University of New Hampshire.

inclusion / New Hampshire

This booklet profiles the achievements of inclusion facilitators working in inclusive schools throughout the state of New Hampshire.

124.

Tashie, Carol; Shapiro-Barnard, Susan; Schuh, Mary; Jorgensen, Cheryl; Dillon, Ann Donoghue; Dixon, Beth; & Nisbet, Jan (1993).

From special to regular, from ordinary to extraordinary. Concord, NH: Institute on Disability/University Affiliated Program, University of New Hampshire.

inclusion / program implementation / New Hampshire

In 1988, the Institute on Disability, in conjunction with the New Hampshire Department of Education, received a grant from the U.S. Department of Education designed to increase

the capacity of New Hampshire schools to include students with severe disabilities in regular education classes and neighborhood schools. For five years, the Statewide Systems Change Project provided training and technical assistance to educators, families, and communities to change inclusion from a well-intentioned philosophy to a well-affirmed practice. In that short time, New Hampshire schools and communities have recognized the benefits of inclusive education and have developed strategies to achieve inclusion in towns and cities throughout the state. This booklet looks at strategies for starting the process of inclusion, meeting challenges along the way, and planning for success.

125.

Institute on Community Integration, University of Minnesota (1994, Fall).

IMPACT: Feature Issue on Health Needs of Transition-Aged Youth. IMPACT, 7(2).

health care / policy analysis

Among the themes carried through the articles in this issue are the change in roles for youth as well as their parents or other adult caregivers as the young person matures; the developmental tasks of teenagers in relation to health; strategies for supporting appropriate, quality health care for teens and young adults, and the impacts of health care reform on young people with developmental disabilities and their families.

126.

Blake, Ellen M.; Prouty, Robert W.; Lakin, K. Charlie; & Mangan, Troy (1994).

Reinventing quality: A sourcebook of innovative programs for quality assurance and service improvement in community settings (Report 43). Minneapolis, MN: Research and Training Center on Residential Services and Community Living, Institute on Community Integration (UAP), College of Education, University of Minnesota.

residential facilities / program development

The Research and Training Center on Residential Services and Community Living, a component of the Institute on Community Integration at the University of Minnesota, publishes this bi-annual sourcebook of innovative quality assurance and enhancement initiatives for persons with developmental disabilities in community settings. The book contains profiles of over ninety such initiatives from across the United States, plus a section on suggested quality related reading materials.

127.

Maloney, Melinda H. (1994).

The special educator 1994 desk book. Horsham, PA: LRP Publications.

special education / legislation / legal issues

This sourcebook on legal issues related to special education deals with such topics as attorney's fees, discipline, free appropriate public education, funding, individualized education programs, liability for student injury, placement, parental responsibility, procedural safeguards, program administration, remedies, and recent legislation.

128.

DePaepe, Paris; Reichle, Joe; Doss, Scott; Shriner, Cheryl Light (1994).

A preliminary evaluation of written individualized habilitation objectives and their correspondence with direct implementation. Journal of the Association for Persons with Severe Handicaps, 19(2), 94-104.

individualized habilitation plan (IHP) / program evaluation

A process for examining the correspondence between written individualized habilitation plan (IHP) objectives and the actual implementation of instructional objectives by direct service staff is described and illustrated. Initially, the written IHP plans and objectives of 11 individuals with moderate to profound mental retardation who lived in three small community group homes were evaluated on a series of 16 quality indicators of best practice. Subsequently, the implementation of a randomly obtained subset of the IHP objectives was observed. The correspondence of specific aspects of the observed implemented objectives (i.e., age appropriateness, functionality, natural setting, prompting procedures, and positive consequence contingency) to the written IHP objectives was completed. Results indicated that the written IHP objectives varied with regard to the degree to which each addressed the 16 quality indicators.

129.

Fry, Ronald R. (ed.) (1991).

Fifth national forum on issues in vocational assessment: The issues papers. Papers presented at the Fifth National Forum on Issues in Vocational Assessment, March 7-9, 1991, Denver, CO. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services, University of Wisconsin-Stout.

vocational evaluation / policy analysis / research and practice

This compilation of papers represents the presentations made at the Fifth National Forum on Issues in Vocational Assessment held in Denver, CO, March 7-9, 1991. The presentations are divided into five sections: professional concerns, applications and practices, special populations, school settings, and research.

130.

Western Regional Resource Center (1987).

Secondary special education and transition: A resource manual. Eugene, OR: Western Regional Resource, College of Education, University of Oregon.

secondary special education / transition planning / interagency cooperation

This manual is intended to be used as a resource to assist community transition teams as they seek ways to improve secondary special education programs and transition services. Chapters in the manual deal with transition, curriculum, coordination, and documentation.

131.

Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 1: Providing effective services. Madison, WI: Center on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

program development / career development / postsecondary education

This edited volume contains 6 papers on providing effective services to persons with disabilities:

1. Towards a better understanding of the career development of individuals with disabilities (J. Ettinger)
 2. Implications of recent legislation on career counseling students with disabilities (L. Conyers)
 3. Application of self-efficacy theory to counseling college students with disabilities (L. Conyers)
 4. Career development of college students with disabilities: Results from a national survey of 2-year colleges. (M. S. Endright)
 5. Career development for minority persons with disabilities (S. Johnston-Rodriguez)
- Appendices are also included.

132.

Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 2: Training for delivery of effective services. Madison, WI: Center on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

career development / postsecondary education / program development

This edited volume contains five modules on the training of service providers for individuals with disabilities. These modules deal with improving career development services, the impact of the ADA on career development programs, what counselors need to know about the ADA, reasonable accommodations, and improving career development services.

133.

Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 3: Students with disabilities in postsecondary education: An annotated bibliography. Madison, WI: Canter on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

literature reviews / community colleges / career development

This bibliography represents a synthesis of recent research and conceptual papers on issues relating to the participation of students with disabilities in community and technical colleges.

134.

HEATH Resource Center (1994).

Educating students with disabilities on campus: Strategies of successful projects (Prepublication version). Washington, DC: HEATH Resource Center, American Council on Education.

postsecondary education / success / program development

The strategies described in this report are those which emerged as a result of the process used by the Advisory Panel of the three-year, federally-funded study, Postsecondary Education Program: Evaluation and Dissemination of Successful Practices, to identify main components of successful federally funded projects in the area of postsecondary education and disability. These strategies fall under the four categories of institutional and community involvement, academic support services, summer transition to college, and career development. Taken together, strategies in these four categories comprise a comprehensive model of services to postsecondary students with disabilities.

135.

McGrew, Kevin S.; Algozzine, Bob; Ysseldyke, James E.; Thurlow, Martha L.; & Spiegel, Amy N. (1995).

The identification of individuals with disabilities in national databases: Creating a failure to communicate. Journal of Special Education, 28(4), 472-487.

The purpose of this study was to analyze similarities and differences in how students with disabilities are identified in national databases. National data collection programs in the U.S Department of Education, Commerce, Labor, Justice, and Health and Human Services, as well as databases from the National Science Foundation, the American Council of Education, and the College Board, were examined. Nineteen national data collection programs were selected as being potentially useful in the extraction of policy-relevant information on the educational status and performance of students with disabilities. Among these 19 programs there was significant variability in the disability categories used. These programs were targeted for two reasons: (a) their potential usefulness in providing indicators of domains in key models of educational outcomes for children and youth with disabilities, and (b) their prominence in current efforts to monitor progress toward the attainment of national education goals. Discussed are issues related to improving disability identification in large-scale data collection programs and the effects of these issues on reporting policy-relevant information.

136.

Yell, Mitchell L. (1995).

Least restrictive environment, inclusion, and students with disabilities: A legal analysis. Journal of Special Education, 28(4), 389-404.

least restrictive environment (LRE) / litigation

The Individuals with Disabilities Education Act (IDEA) and regulations implementing the law provide for a free, appropriate education in the least restrictive environment (LRE) for children with disabilities. However, neither the law nor the regulations delineate how school districts are to determine the least restrictive environment. This uncertainty has led to conflicts over interpretations of LRE; these conflicts have resulted in a number of court cases that have clarified the meaning of the mandate. The United States Courts of Appeals for the 3rd, 5th, 9th, and 11th circuits have issued rulings in cases concerning the LRE mandate. The results of this litigation show that IDEA does not compel the placement of students with disabilities in the regular education classroom, but, rather, fully supports the continuum of placements. The courts have held that students with disabilities should be educated in regular education settings, but only when such settings are appropriate to the students' educational and social needs. Additional criteria for determining the least restrictive environment for students with disabilities should include consideration of the needs of other students in the class in which the student is to be placed. Principles extrapolated from these cases offer guidance to special educators making decisions regarding LRE.

137.

Bullis, Michael; Bull, Bruce; Johnson, Brian; & Peters, Dawn (1995).

The school-to-community transition experiences of hearing young adults and young adults who are deaf. Journal of Special Education, 28(4), 405-423.

hearing impairments / transition planning

This study examined to school-to-community transition experiences of hearing young adults and young adults who are deaf. Independent variables included hearing status, gender, and, for the deaf group, residential and mainstream school placement. Dependent variables addressed employment, independent living, and social experiences. Overall, the hearing persons exhibited more success than the deaf persons from either mainstream or residential schools. Gender differences did not uniformly favor men, as women outperformed men on selected variables. Suggestions for improving transition programs for persons who are deaf are provided.

138.

Bambara, Linda M.; Ager, Christina; & Koger, Freya (1994).

The effects of choice and task preference on the work performance of adults with severe disabilities. Journal of Applied Behavior Analysis, 27(3), 555-556.

choice / severe disabilities / task analysis

The authors evaluated the effects of choice versus the assignment of tasks of varying preferences on the work engagement of adults with severe disabilities. The combined results of two experiments suggest that the relative preference for a task may be an important variable in the effectiveness of choice for some individuals.

139.

Meyer, Luanna H. (1992, February);

Future directions for social skills training research: A critique and a challenge. Paper presented at the Robert Gaylord-Ross Memorial Symposium on the Status of Social Skills Training in Special Education and Rehabilitation: Present and Future Trends, \ anderbilt University, Nashville, TN, October 11-12, 1991.

social skills / policy analysis

This paper discusses issues regarding social skills training from the perspective of theory, research, and practice.

140.

Erevelles, Nirmala; Black, James; & Meyer, Luanna H. (1991).

Attitudes toward inclusion of students with severe disabilities: A survey. Unpublished manuscript, Syracuse University, New York.

attitudes / inclusion

This paper reports the results of a survey designed to identify the perspectives, beliefs, and attitudes that school personnel and parents have towards "inclusion" in the state of New York.

141.

Rogers, Joy (Ed.) (1994).

Inclusion: Moving beyond our fears (Hot Topics Series). Bloomington, IN: Phi Delta Kappa, Center for Evaluation, Development, and Research.

inclusion / program development

The articles in this volume have been selected to suggest possible strategies for implementation of inclusion. The editor has selected examples from diverse parts of the country; from urban, suburban, and rural settings; and from classes for children of varying ages.

142.

Department of Public Policy, Council for Exceptional Children (1994).

Fiscal year 1995 federal outlook for exceptional children: Budget considerations and CEC recommendations. Reston, VA: Council for Exceptional Children.

Council for Exceptional Children / forecasting / program development

This report provides descriptions of federal programs that address the education of children with exceptionalities and the important needs that are met by funding each one. Included in each description is the budgetary impact on the program if Congress appropriates the funding level recommended by President Clinton for fiscal year 1995, as well as CEC's funding recommendation to Congress for each program.

143.

West Virginia Statewide Transition Systems Change Project (1994).

Transition Information Network System (TINS) (Software and user's manual). Charleston, WV: West Virginia Transition Project.

software / transition planning

TINS is a database management system that allows the user to collect, store, retrieve, and print information about transition resources and those who request transition information.

144.

Smith, Marcia Datlow; Belcher, Ronald G.; & Juhrs, Patricia D. (1995).

A guide to successful employment for individuals with autism. Baltimore: Paul H. Brookes Publishing Co.

autism / program development / job placement

This handbook demonstrates how individuals with autism can perform effectively in the workplace, stressing that many workers with autism have skills that employers seek. Case studies illustrate techniques for helping individuals with autism become productive employees, and detailed descriptions of specific jobs provide ideas for employment in manufacturing, printing and bulk mailing, food service, retail, and other areas.

145.

Harry, Beth; Grenot-Scheyer, Marquita; Smith-Lewis, Marsha; Park, Hyun-Sook; Xin, Fu; Schwartz, Ilene (1994).

Developing culturally inclusive services for individuals with severe disabilities. Unpublished manuscript, University of Maryland, College Park, Maryland.

inclusion / cultural diversity / policy analysis

This position paper argues that concerns about race and culture have been largely ignored with respect to students with severe disabilities. The authors caution, however, that variables such as acculturation, social class and education must be included in any consideration of cultural identity, in order to avoid stereotyping. Second, the authors use the term cultural inclusion to indicate the need to address cultural features directly when planning for inclusion of students with severe disabilities; they propose essentials of a culturally inclusive approach to assessment, placement, and programming for such students. Third, the authors call for a multicultural emphasis in personnel preparation programs, with

a focus on process rather than cultural content. The paper concludes with suggestions for a research agenda.

146.

Ward, Michael J.; & Kohler, Paula D. (in press).

Teaching self-determination: Content and process. In L. Power (Ed.), Making our way: Building self-competence among youth with disabilities. Baltimore: Paul H. Brookes Publishing Co.

self-determination / personnel preparation / program development

The purpose of this analysis was to identify specific practices and approaches related to teaching and applying self-determination. Questions that guided this inquiry included: (a) What activities were initially proposed by OSERS-funded model demonstration self-determination projects, (b) how could these activities be organized to facilitate further study, and (c) what specific strategies were projects using to implement the activities.

147.

Northeast Metro Technical College (1994).

Student Planning and Information Tracking System [Software, Manual, and Maintenance Manual). White Bear Lake, MN: Author. (Comp. No. 84.078C - OSERS File No. 295)

software / transition planning

Personnel who work with students with disabilities are required to document and justify their efforts to a wide variety of administrative and legal entities. They may be called on to appear as expert witnesses in court cases, produce detailed records of educational accommodations implemented, or prove their involvement in working with the student is essential for a number of other reasons -- sometimes after considerable time has passed. The "Student Planning and Information Tracking system" (SPIT) software was designed to meet this need for detailed recordkeeping.

148.

Metropolitan Community Colleges (n.d.).

Americans with Disabilities Act: Management Training Resources. Kansas City, MO: Author. (Comp. No. 84.078C - OSERS File No. 301)

Americans with Disabilities Act (ADA) / WorkAbility / Missouri

This handbook on the ADA provides an overview of the Act, and sections on employment, accommodations in the college setting, and resources.

149.

Blanck, Peter David (1994).

Employment integration, economic opportunity, and The Americans with Disabilities Act: Empirical study from 1990-1993. Iowa Law Review, 79(4), 853-923.

Americans with Disabilities Act (ADA) / policy analysis

The Americans with Disabilities Act of 1990 (ADA) reflects a dramatic shift in American public policy toward the employment of persons with disabilities. The ADA has played a significant role in enhancing labor force participation of persons with disabilities and in reducing dependence on government entitlement programs. Despite these advancements, those critical of the potential impact of the ADA on the labor market argue that there is little "definitive evidence" that ADA-mandated accommodation measures result in larger numbers of qualified persons with disabilities participating in the workplace. The article begins to address these concerns by presenting findings from an ongoing study begun in 1989 of employment integration, economic opportunity, and the ADA. The investigation follows the lives of 4,000 adults and children with mental retardation by collecting information on individual, economic, health, and legal measures. Systematic information on the lives of persons with disabilities is lacking. This study is part of an effort to substitute information for the many myths and misconceptions about persons with disabilities.

150.

Johnson, David R.; Wallace, Teri; & Krawetz, Nancy (1994).

Exemplary programs for persons with disabilities: In transition, supported employment, and parent-professional collaboration. Exemplary status recipients for 1992, 1993, and 1994. Minneapolis: Institute on Community Integration, University of Minnesota.

model programs / success / transition planning / supported employment / parent involvement

This resource guide profiles thirty-one exemplary interagency programs serving people with disabilities in the areas of transition, supported employment, and parent-professional collaboration. The programs were evaluated and selected as exemplary by the North Central Regional Information Exchange (NCRIE), a three-year federally-funded project designed to identify and promote the adoption of exemplary practices within the Region V states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The purpose of this document is to inform service providers about exemplary programs and to offer an invitation to pursue further information about programs that are of interest.

151.

National Information Center for Children and Youth with Disabilities (NICHCY) (1994).

State Resource Sheets Washington, DC: Author.

disabilities / human services / directories

Each state and commonwealth of the United States is represented in this set of resource sheets from NICHCY. Information provided for each include contact names, addresses, and phone numbers for state departments of special education, mental health agencies, rehabilitation agencies, disability agencies, and other public and private social service organizations.

152.

Burke, Ruth Ann (1993).

Iowa Transition Model: A guide for transition planning. Des Moines, IA: Drake University, Iowa Transition Initiative.

Iowa Transition Initiative / transition planning / program development

This guide is intended as a "how to" tool for transition planning using the principles of the Iowa Transition Model. The model was developed by the Iowa Transition Initiative and acts as a "best practices" transition process to assist individuals in their movement from school to adult life. It was developed through consensus, using input from hundreds of people, both inside and outside the state, familiar with transition issues.

153.

Wehmeyer, Michael; & Kelchner, Kathy (n.d.).

A vision for the future: Promoting choice and self-determination for youth with severe disabilities. A training unit in support of the Iowa Transition Initiative transition process model. Des Moines, IA: Drake University, Iowa Transition Initiative.

Iowa Transition Initiative / self-advocacy / program development

The primary purpose of this training unit is to empower students with severe disabilities, their family members, and people who work with them to assume greater control in decisions that affect them and, through support, to express preferences, make choices, communicate interests and desires, become active participants in transition planning. The unit introduces students and their families to the important need for student self-determination and self-advocacy. The training is an introduction to the transition process that encourages students and their families to identify student interests, abilities, and expectations and to work together to create a vision for transition.

154.

Wehmeyer, Michael; & Bersani, Hank, Jr. (n.d.).

Self-determination: The journey to independence. A training unit in support of the Iowa Transition Initiative transition process model. Des Moines, IA: Drake University, Iowa Transition Initiative.

Iowa Transition Initiative / self-advocacy / program development

The primary purpose of this training unit is to empower students and their family members to assume control of and be active participants in transition planning. It introduces students and their families to the important need for student self-determination and self-advocacy. The training is an introduction to the transition process that encourages students and their families to identify student interests, abilities, and expectations and to work together to create a vision for transition.

155.

Inger, Morton (1995, January).

School-to-work programs in postsecondary education. CENTERFOCUS, (No. 7), 1-4.

postsecondary education / apprenticeships

This paper focuses on school-to-work programs in two-year colleges, namely co-op programs and traditional apprenticeship programs, and career counseling and job placement programs.

156.

Roberts, Violet Cain (n.d.).

Tutor resource manual: Tutoring students in the community college. Virginia, MN: Arrowhead Community College Region, E.A.S.E. Project. (Comp. No. 84.078C - OSERS File No. 304)

peer involvement / postsecondary education / program implementation

This manual is primarily written for the peer tutor in postsecondary institutions. The manual provides a general overview of policies, benefits, and responsibilities related to peer tutoring. It then proceeds into guidelines and procedures for accomplishing the task. The latter part of the manual deals with special needs, physical disabilities and/or learning differences, followed by suggestions and strategies for learning.

157.

Berkoff, Nancy; & Schaffer, Marilyn (1992).

Vocational manual for food service training of the disabled. Long Beach, CA: Long Beach City College.

food service

This manual covers training, evaluation, program design, facilities design, job seeking-skills, and resource materials for those interested in setting up or improving a food service program to include the disabled worker. Many of the modules have been designed, developed, and pilot-tested in conjunction with several programs currently in place that are training and employing individuals with disabilities. This manual is designed to assist trainers and/or current employers of the disabled in the food service industry.

158.

Roessler, Richard T. (1994).

Project Career. Final report: October 1, 1991-September 30, 1994. Fayetteville, AR: Arkansas Research and Training Center in Vocational Rehabilitation, Department of Rehabilitation Education and Research, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

final reports / Project Career / Arkansas / postsecondary education

This final report outlines the philosophy, activities, and accomplishments of Project Career, a three-year, federally funded model demonstration project. Project Career assisted the University of Arkansas in providing appropriate and accessible career counseling, work experience, and placement services for students with disabilities.

159.

Rumrill, Phillip D., Jr.; Roessler, Richard T.; Brown, Patricia L.; & Boen, Linda L. (1994).

Project Career program planning guide. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / program development / postsecondary education / Arkansas

This program planning guide presents materials designed to assist student services professionals in addressing the career development needs and concerns of students with disabilities. Services and activities include (a) career exploration and job seeking skills classes, (b) individual counseling, (c) self-advocacy training, (d) a credit-bearing work

experience program, (e) a community-based mentor program, (f) placement assistance, and (g) the accommodations planning team seminar.

160.

Roessler, Richard T.; & Brown, Patricia L. (1993).

Barriers to career development: A disability awareness module. Teacher's guide. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / barriers / career development / postsecondary education / Arkansas

This module is designed to supplement a course on the career decision-making process which is available to all students. It introduces (a) the concept of disability as a factor in the workplace, and (b) specific issues which a person with a disability may need to consider in selecting a career. The module also stresses that the abilities of all employees should be considered in career decisions. This unit focuses on the barriers that limit the vocational opportunities of people with disabilities.

161.

Boen, Linda L.; & Roessler, Richard T. (1994).

Work experience manual: Development and procedures. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / program implementation / Arkansas / postsecondary education

This manual is designed for the work experience course instructor. It outlines each step in the development of a work experience, presents activities for the student and supervisor, covers evaluation and grading procedures, and includes the work experience form letters and supervisory evaluations. By following the procedures outlined, the instructor can provide students with a meaningful career opportunity and gain insights into the students' career readiness. The purpose of this course is to help college students with disabilities make a successful transition into the world of work.

162.

Boen, Linda L.; Brown, Patricia; & Roessler, Richard T. (1994).

Mentor program: Policy and development manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / mentors / program development

The main goal of a mentor program, as outlined in this manual, is to match a student with a professional who is currently involved or has been employed in an area of interest to the student. The student and mentor will meet at least twice during the semester to discuss career-related issues. Mentors and students may choose to extend the mentorship after the semester ends. Meetings can be held on campus, at the mentor's worksite, or at a mutually convenient site.

163.

Reed, Cheryl A.; Rumrill, Phillip D., Jr.; Roessler, Richard T; Brown, Patricia L.; & Boen, Linda L. (1994).

The accommodations planning team seminar: An implementation manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / program implementation / job placement / Arkansas / postsecondary education

The manual provides step-by-step instructions for the implementations of the Accommodations Planning Team (APT) seminar, a half-day job placement program for graduating students with disabilities. Facilitated by student services professionals, the APT program utilizes the expertise of employers in students' fields and of rehabilitation practitioners to prepare students with disabilities for the job search process.

164.

Queller, Susan (1994).

Student Empowerment and Employment: A model career planning program for college students with disabilities. Final report. Little Rock: University of Arkansas at Little Rock, Disability Support Services. (Comp. No. 84.078C - OSERS File No. 293)

Arkansas / Student Empowerment and Employment / final reports

The primary focus of the Student Empowerment and Employment (SEE) program was to provide students with knowledge, directed career exploration and planning, job seeking skills training, and work experience to enhance students' ability to achieve professional employment in their chosen fields upon graduation. Another aspect of the program was faculty and staff training, which focused on how to work with students, career related issues, seeing students as the best experts on their disabilities, and the need for students to understand their rights and communicate their accommodation needs.

This final report is intended to be used in conjunction with the Student Empowerment and Employment Replication Manual (Entry No. 4217). Products developed and descriptions

of services are found in that manual. This report summarizes data collected during the three year project.

165.

Queller, Susan (1994).

Student Empowerment and Employment: A model career planning program for college students with disabilities. Replication manual. Little Rock: University of Arkansas at Little Rock, Disability Support Services. (Comp. No. 84.078C - OSERS File No. 293)

Arkansas / Student Empowerment and Employment / replication manual

The primary focus of the Student Empowerment and Employment (SEE) program was to provide students with knowledge, directed career exploration and planning, job seeking skills training, and work experience to enhance students' ability to achieve professional employment in their chosen fields upon graduation. Another aspect of the program was faculty and staff training, which focused on how to work with students, career related issues, seeing students as the best experts on their disabilities, and the need for students to understand their rights and communicate their accommodation needs. This manual includes some description of project activities as well as the products developed for selected aspects of the program. (See also Entry No. 4216).

166.

Gregory, Martha Wille (Martha A. Wille)(Ed.) (1993-1994).

Creating Employment Opportunities [training modules series]. Columbia, MO: Missouri LINC and Center for Innovations in Special Education. (Comp. No. 84.078C - OSERS File No. 331)

Missouri / CEO Project / postsecondary education

This series of training modules from the CEO Project cover the following areas:

- A. Support services: Longview Community College
- B. Support services: Southwest Missouri State University
- C. Support services: University of Missouri-Columbia
- D. Accessibility and accommodations
- E. Self-advocacy
- F. Disability awareness
- G. How to provide accommodations for students with learning disabilities.
- H. The job search

167.

Project COED (1994).

Project COED: Bridge to the future from classroom to internship to career. A how to handbook for client success. Dallas, TX: Association for Retarded Citizens of Dallas. (Comp. No. 84.078C - OSERS File No. 303)

Project COED / Texas / vocational training

This handbook is a tool for organizations with an interest in creating a bridge to the future for adults who are functionally mentally retarded through job training opportunities in food services, clerical/office or housekeeping/janitorial. The following topics are addressed: an overview of Project COED, marketing, selection, curriculum, assessment, transition, personnel, facilities, and evaluation.

168.

Enlow, Constance (1994).

Guidelines for care: Myelodysplasia (spina bifida) or related conditions. Louisville, KY: Spina Bifida Association of Kentucky. (Comp. No. 84.158K - OSERS File No. 368)

spina bifida / health care

These guidelines are designed to offer recommendations for health management through the first twenty one years for individuals with myelodysplasia or related conditions.

169.

Rumrill, Phillip D., Jr.; Roessler, Richard T.; & Brown, Patricia L. (1994).

Self-advocacy: A training manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / self-advocacy

This training manual uses role-playing to teach self-advocacy skills to students with disabilities.

170.

Project Career (1994).

Pathways to success at the University of Arkansas: College and careers for students with disabilities. Fayetteville, AR: Project Career, Campus Access, Career Services, and the Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career

This handbook of the University of Arkansas was designed for students with disabilities. Issues discussed are choosing a career; identifying one's interests, abilities, and needs; disability and career planning, choosing an accommodation, understanding essential job functions, and available university resources.

171.

Friend, Joanie (1995).

Final report: WorkAbility. Kansas City, MO: Metropolitan Community Colleges. (Comp. No. 84.078C - OSERS File No. 301)

final reports / WorkAbility / Missouri

This document is the final report for a three-year grant received from the U.S. Department of Education. The purpose of the project was to improve employability and career services for students with disabilities through career related work experiences, faculty and staff training on disability awareness and employer training on hiring persons with disabilities. The project was completed as designed.

172.

University of Arkansas at Little Rock, Disability Support Services/Student Empowerment & Employment (1994).

U.A.L.R. faculty handbook: Teaching students with learning differences & accommodation needs. Little Rock: Author. (Comp. No. 84.078C - OSERS File No. 293)

faculty handbook / Arkansas

This faculty handbook highlights the "process approach" to accommodating students and clarifies the roles played by students, disability support services, and faculty. Sections are included on people with specific disabilities and the types of issues and accommodations unique to their needs.

173.

Grayson, Tom; & Wermuth, Tom (1994).

The status of transition services in Illinois: Are we responding to what students with disabilities want and need for life after high school? Transition Coordinating Council 1993 annual report. Springfield, IL: Illinois Department of Corrections.

transition planning / Illinois

This annual report identifies multiple needs surrounding the issues of transition planning and services. Five priorities for action have emerged as the most critical issues that need support from state-level policy makers to improve the quality of transition services in Illinois: financial support, Transition Coordinating Council information sharing, Transition Planning Committee information exchange, technical assistance; and communication, coordination, and collaboration.

174.

Northeast Metro Technical College (1994).

Student Planning and Information Tracking System [Videocassette]. White Bear Lake, MN: Author. (Comp. No. 84.078C - OSERS File No. 295)

SPIT program / video production

Personnel who work with students with disabilities are required to document and justify their efforts to a wide variety of administrative and legal entities. The "Student Planning and Information Tracking system" (SPIT) software was designed to meet this need for detailed recordkeeping. This 75-minute video production demonstrates how to use the software. [See also Entry No. 4196]

175.

Brunberg, Earl K. (1995).

[Final Report: Technical College Consortium Project for Enhancing the Career Development of Students with Disabilities.]

White Bear Lake, MN: Northeast Metro Technical College. (Comp. No. 84.078C - OSERS File No. 295)

final reports / Minnesota / career development

This final report summarizes the purpose and accomplishments of the "Technical College Consortium Project." The purpose of the project was to enhance participating institutions' abilities to identify, assess, and monitor students with disabilities in order to effectively and efficiently provide occupationally specific instruction, job seeking and career

development instruction, and career placement opportunities and follow-up services. A major project accomplishment was the development of the Student Planning and Information Tracking (SPIT) software program (See Entry Nos. 4196 and 4228).

176.

Everson, Jane M. (Ed.) (1995).

Transition services for youths who are deaf-blind: A "best practices" guide for educators. [Sands Point, NY:] Helen Keller National Center, Technical Assistance Center.

deaf-blindness / best practices / transition planning

This short monograph focusing on persons with deaf-blindness contains 10 chapters covering the following areas: overview of transition services, IEPs, communication instruction, medical and health issues, orientation and mobility, employment opportunities, recreation and leisure, postsecondary education opportunities, social opportunities, and family involvement.

177.

Helen Keller National Center, Technical Assistance Center (1995).

An assessment instrument for families: Evaluating employment programs for individuals with deaf-blindness. [Sands Point, NY:] Author.

deaf-blindness / assessment techniques / employment

This instrument was created to assist parents in looking at different aspects of employment for their family member who has deaf-blindness. This tool offers seven areas of assessment: vocational assessment activities, job development/job match activities, job site characteristics, job description, health and safety issues, socialization on the job, and available support.

178.

Campbell, Edward M.; & Heal, Laird W. (in press).

The cost to state and federal governments of providing services for individuals with developmental disabilities and its prediction by client and provider characteristics. American Journal of Mental Retardation,

cost effectiveness / South Dakota / human services

Cost of services to all individuals with developmental disabilities in state institutions and private community agencies from the state of South Dakota reimbursement roster were

related to provider agency location, provider agency characteristics, source of funds, and client characteristic. Statistically significant relationships were found between cost and funding programs (a course proxy for facility type) total number of clients served by a provider agency, number of clients served in residential facilities, city population and county unemployment rate. The best single predictor of reimbursement rate was the Inventory for Client and Agency Planning (ICAP) broad independence, a measure of a client's adaptive behavior. Among community-based agencies, cost bore a U-shaped relationship to agency size, with intermediate-sized agencies being the least costly and large or small agencies being more costly after statistical adjustments for geo-economic, service agency, and salient variables. Funding source differences indicated that state-owned institutions were the most costly and community services funded solely to state funds were least costly.

179.

Heal, Laird W.; & Khoju, Madhov (1995).

The assessment of esteem, independence, and support as quality-of-life domains and their prediction by geo-economic, family, personal, and schooling characteristics. Unpublished manuscript, University of Illinois at Urbana-Champaign.

quality of life / follow-up studies

A subsample of 713 students was selected from a stratified, probability sample of 8,404 students with disabilities attending United States high schools in 1985. In-school and out-of-school information about these students was obtained in 1987 from their school records, school personnel, and parents. Conventional item analysis procedures were used to construct three quality-of-life composites -- esteem, independence, and support -- from 17 variables. These were related to 37 geo-economic, demographic, cognitive, disability, and school program variables using a canonical correlation. The sum of three redundancy coefficients from the canonical analysis indicated that the predictors accounted for 37.5% of the variance in the three quality-of-life composites taken in concert. Three canonical dimensions were labeled general competence, sensory disability, and valued support because of the pattern of quality-of-life variables and predictor variables with which they correlated. These analyses implied that quality of life for individuals with disabilities is difficult to disentangle from competence. The retrospective nature of the design precluded the investigation of former students' choices or their satisfactions with others' choices.

**INTEGRATED AUTHOR INDEX
VOLUMES 7-10**

-A-

Aase, Susan - (9) 340; (8) 155; (7) 270
Abery, Brian H. - (9) 263
**Academy for Educational Development,
in collaboration with City Lights
School - (10) 106**
Adelman, Pamela B. - (8) 106, 151
Affleck, James Q. - (8) 17; (7) 77, 137,
334
Ager, Christina - (10) 138
Agran, Martin - (9) 257; (8) 102, 286;
(7) 55, 56, 153, 243, 244, 313
Akabas, Sheila H. - (9) 191
Alberto, Paul A. - (9) 6, 330
**Albin, Joyce M. - (10) 40, 66; (8) 75;
(7) 57**
Albright, Leonard - (10) 64
Alcantara, Paulo R. - (10) 50, 76
Alfred, Wayne G. - (9) 303
Algozzine, Bob - (10) 135; (8) 355
Allen, Thomas E. - (10) 90
Allen, W. Carolyn - (7) 17
Allred, Keith - (8) 108
Alper, Sandra - (9) 60, 61, 219
Alston, Reginald J. - (10) 77
Altman, Barbara M. - (9) 279
Altman, Reuben - (7) 350
Altschul, Peter - (10) 121; (9) 80, 81
Amado, Angela Novak - (8) 211
American Association for the
Advancement of Science, Directorate
for Education and Human Resources
Programs, Project on Science,
Technology and Disability - (9) 117
Amsden, F. Skip - (10) 26
Anderson, Deborah J. - (8) 361; (7) 258
Andrews, Howard - (7) 290
Anis, Joyce - (9) 340
Anthony, Katherine - (9) 362
Anthony, William A. - (9) 186; (7) 374
Apter, Dennis - (7) 184

**ARC (Association for Retarded Citizens
of Dallas) - (10) 1**

Aring, Monika Kosmahl - (8) 179
Arkansas Research and Training Center
in Vocational Rehabilitation - (7) 212
Armstrong, M. Jocelyn - (8) 181
Arnold, Mit - (9) 113
**Arrowhead Community Colleges
- (10) 109, 111**
Ashbaugh, John W. - (9) 116
Asher, Steven R. - (7) 218
Ashmore, Donnell H. - (9) 333
Ashworth, Susan - (7) 180
Askvig, Breni - (8) 282
Associated Services for the Blind - (8) 45
Ault, Melinda Jones - (8) 174; (7) 248
**Aune, Elizabeth (Betty) - (10) 120;
(9) 82, 340; (8) 155; (7) 42, 177, 270**
Avoke, Selete K. - (7) 147
Ayres, Barbara J. - (10) 67

-B-

Babeo, Thomas J. - (7) 188
Baer, Robert - (9) 35, 44
Babbitt, Charles E. - (8) 343
Back, Susan Malone - (8) 196
Baggett, David W. (William)- (9) 82,
295, 299; (8) 133, 172, 278; (7) 270
Bailey, Mary Beth - (8) 114
Bain, Alan - (8) 176
Bak, John J. - (8) 123
Baker, Bruce L. - (7) 378
Baker, Bruce R. - (7) 239
Baker, Cliff - (9) 308
Baker, Deborah P. - (8) 114
Baker, Eva L. - (8) 108
Bakersfield College - (8) 243
Balser, Richard M. - (7) 89, 133
Bambara, Linda M. - (10) 138
Bamberg, Elaine - (7) 150
Banks, Ron - (8) 268

Banks, S. - (9) 77, 78, 79
 Barber, Donna - (8) 321
 Barcus, J. Michael - (7) 322
 Barker, Joan - (7) 290
 Barkin, Patti Zembrowsky - (8) 32
 Barnes, Wendell W., Jr. - (9) 333
 Barnett, Lynn - (9) 298, 332
 Bartholin, Jens - (7) 152
 Baud, Hank - (7) 331
 Baumgart, Diane - (8) 282
 Baumeister, Mary - (7) 306
 Bayliss, Camilla - (8) 266
 Beaird, Connie L. - (9) 125
Beard, John - (10) 47
 Beare, Paul L. - (8) 310
 Beck, Joni - (9) 252
 Beckstead, Susan Porter - (8) 314
 Bedell, Jeffrey R. - (8) 184
 Behrmann, Michael M. - (9) 326
 Beirne-Smith, Mary - (8) 362
 Belanger, Jean-Marc - (8) 144
Belcher, Ronald G. - (10) 144;
 (9) 123, 128, 129
Belgrave, Faye Z. - (10) 11
 Bellini, James L. - (9) 305
 Belz, Patricia - (9) 266
Benjamin, Marva P. - (10) 24
 Bennett, Forrest C. - (9) 32
 Benz, Michael R. - (9) 247, 269;
 (8) 206, 307; (7) 358
 Berg, Wendy - (7) 90
 Bergland, Martha M. - (7) 28
 Bethell, Dianne E. - (7) 362
 Berkobien, Richard - (9) 73
Berkoff, Nancy - (10) 157
 Bernard, John - (8) 188
Bersani, Hank, Jr. - (10) 154
 Bert, Susan - (7) 83
 Berven, Norman L. - (7) 32
Bethea, Leslie L. - (10) 101; (9) 84
 Beun, Brian - (7) 107
 Beyer, Henry A. - (9) 42
 Biggam, Sue - (9) 39
 Biklen, Douglas - (8) 2; (7) 198
 Biller, Ernest F. - (8) 333
Billingsley, Felix F. - (10) 68
 Bisconer, Sarah W. - (9) 159, 243
Bishop, Barbara - (10) 92; (8) 249
 Black, Debra - (8) 128
Black, James W. - (10) 140; (7) 256
Blackorby, Jose - (10) 80, 85, 86; (8) 207
Blake, Ellen M. - (10) 126
 Blalock, Ginger - (9) 224; (8) 41
Blanck, Peter David - (10) 149; (9) 327
 Blaney, Bruce C. - (9) 116
 Blow, Stacy - (9) 271, 272
 Blythe, Gretchen - (9) 349
Boen, Linda L. - (10) 159, 161, 162, 163
 Boles, Shawn - (7) 344
 Bolton, Brian - (8) 24; (7) 261, 330
 Bolton, Sharon - (8) 204
Bombay, Holly E. - (10) 42
 Bond, Gary R. - (7) 375
 Bond, Lori - (8) 91
 Bond, Michael R. - (8) 171; (7) 304
 Bondi-Wolcott, Jean - (9) 67
Boone, Rosalie S. - (10) 57; (9) 159;
 (8) 281
 Booth, Martha - (8) 267
 Bordieri, James E. - (8) 117; (7) 32, 47
 Bos, Candace S. - (9) 121, 135, 137;
 (7) 120
 Botuck, Shelly - (9) 274
 Bounds, Betsy - (8) 11, 135
 Bowe, Frank - (7) 211
 Boyd-Kjellen, Gia - (7) 152
 Brackett, James D. - (9) 182
 Braddock, David - (9) 210
 Bradfield, Anna L. - (7) 186
 Bradford, Barbara - (8) 329
 Bradley, Valerie J. - (9) 116
 Brady, Mary E. - (7) 158
 Brady, Michael P. - (8) 283
 Bragg, Debra D. - (9) 296; (8) 72
 Brahm-Levy, Anne - (7) 185
 Brammer, George - (7) 391
 Brand, Betsy - (8) 110
 Bratter, Bernice - (9) 2
 Breen, Catherine G. - (7) 393
 Brigance, Albert H. - (9) 111
 Brill, Jay - (9) 363
 Brinckerhoff, Loring C. - (9) 120

Brinton, Bonnie - (8) 340
 Broadhurst, Susan - (8) 188
 Broers, Janet - (9) 252
 Brogan, Ray - (7) 105
 Brooke, Valerie - (7) 48
 Brookings, Jeffrey - (7) 330
 Brooks, Martha - (8) 237; (7) 39
Browder, Diane M. - (10) 54, 70; (7) 3
 Brown, Fredda - (9) 266; (8) 302; (7) 367
 Brown, James M. - (7) 175, 362
 Brown, Lloyd M. - (7) 40
 Brown, Lou - (7) 131, 179
 Brown, Mary Alice - (7) 374
 Brown, Pat - (7) 76
Brown, Patricia L. - (10) 159, 160, 162, 163, 169; (8) 167; (7) 170
 Browning, Philip - (9) 273
 Bruck, Margaret - (7) 269
 Bruininks, Robert H. - (9) 3, 16, 132, 205, 278, 287, 289, 290; (8) 76, 284, 294, 341, 361, 362; (7) 257
Brunberg, Earl K. - (10) 175
Brustein, Michael - (10) 6
 Bruyère, Susanne M. - (8) 248
 Bryan, James - (9) 36
 Bryan, Tanis - (9) 36
 Buchanan, Mary - (8) 119; (7) 9
 Buckley, Jay - (9) 133; (7) 57
Buggey, Tom - (10) 57
Bull, Bruce - (10) 137; (9) 218; (7) 98
Bull, Kay S. - (10) 47
Bullis, Michael - (10) 137; (9) 218; (8) 272; (7) 98
 Bunz, Tia - (8) 309
 Burbach, Harold J. - (8) 343
 Burchard, Sara N. - (9) 276; (8) 208; (7) 348
Burke, Ruth Ann - (10) 152
 Burkhead, E. Jane - (7) 272
 Burnette, Jane - (9) 193
 Burnham, Sonja C. - (7) 82, 359
 Burrows, Ruth - (7) 146
 Bursuck, William D. - (9) 38; (8) 317
 Burwell, Jeremy - (7) 148
 Bussone, Albert - (8) 334
 Buswell, Barbara E. - 55

Butler-Nalin, Paul - (8) 6
Butterworth, John - (10) 18; (7) 114
 Button, Christopher - (9) 325

-C-

Cada, Elizabeth A. - (9) 31
 California Department of Rehabilitation - (8) 238
Callahan, Michael - (10) 48; (7) 234, 235
 Callan, Shirley Forrest - (8) 74
 Cameron, Sheila J. - (9) 207
Cameto, Renee - (10) 79, 85
 Campbell, Dennis - (9) 324
Campbell, Edward M. - (10) 178
 Campbell, Joseph F. - (7) 255
 Campbell, Patti C. - (8) 283
 Campbell, R. W. - (9) 90
Canadian Hard of Hearing Association - (10) 44
 Cantine-Stull, Penny - (7) 342
 Career Development Project - (9) 343
 Career Orientation and Options Program - (9) 50
 Carey, Coral S. - (9) 275
 Carling, Paul J. - (8) 208
 Carlisle, Kathy - (9) 10
 Carlson, Betty Clark - (7) 139
 Carlson, Laurance B. - (8) 33
Carlson, Nancy - (10) 35; (9) 270, 271, 272
 Carlson, Susan - (7) 270
 Carney, Nell C. - (7) 166
 Carr, Theresa S. - (8) 247
 Carson, Rori - (8) 352
 Carter, Susanne - (8) 266
 Case, Betsy - (9) 108
 Catlett, Amy - (7) 90
 Caulfield, Margo - (9) 275
 Cavalier, Al R. - (9) 234
 Cawley, John F. - (9) 201
Cedarholm, Dan - (10) 9
Center for Community - (10) 38
 Center for Developmental Disabilities, UAP, University of Vermont - (8) 239
 Center on Human Policy - (7) 224

- Chace, Anne - (8) 327
 Chadsey-Rusch, Janis - (9) 199; (8) 148, 312; (7) 71, 72, 192, 203, 292, 298, 299, 300
 Chan, Fong - (7) 283
 Chandler, Shirley K. - (9) 25
 Chandler, Wanda - (8) 349
 Chandler-Kelley, Shirley K. - (7) 52
 Chappelle, Sandra A. (Sandy) - (9) 98, 328; (8) 269
 Chayer, David E. - (8) 362
 Chen, Tsuey-Hwa - (9) 205; (8) 361; (7) 258
Chesapeake Institute - (10) 14
 Chisholm, Linda A. - (8) 273
Chittum, Robert - (10) 65
 Choisser, Lucy - (8) 143
 Christensen, Ann M. - (7) 318
 Christopher, Jeanette Smith - 139
 Cipriano, Robert E. - (9) 69
 Clark, Gary M. - (7) 139, 360
 Clark, Susan - (8) 332
 Clement-Heist, Kim - (7) 142
Clements, Carlyle - (10) 55
 Cloninger, Chigee J. - (8) 353, 358; (7) 180
 Close, Daniel W. - (7) 19
 Clune, William H. - (7) 273
 Coker, Charles C. - (8) 233
 Cole, David A. - (7) 205
 College of DuPage - (7) 388
 Collet-Klingenberg, Lana Lee - (9) 199; (8) 80; (7) 298, 300
 Collins, Belva C. - (8) 174, 175
 Collins, Michael - (8) 85
 Collins, Roger - (8) 160
 Collins, Terence - (8) 50
 Colond, Josefina S. - (8) 92
 Community Transition Interagency Committee Technical Assistance Project - (8) 262
 Conley, Ronald W. - (8) 81
 Conroy, James - (8) 338
 Conti, Robert V. - (9) 118; (7) 239
 Cook, Daniel W. - (8) 24
 Cook, Iva Dean - (7) 139
 Cook, Judith A. - (9) 192; (8) 118, 129
 Cool, Valerie - (7) 345
 Cooper, Linda - (7) 345
 Cooperman, Paula J. - (8) 35
 Coordinating Council for Handicapped Children - (9) 37
 Copher, Janell I. - (8) 284
Copman, Sandra - (10) 105; (7) 61
 Copple, Carol E. - (8) 229
 Corn, Juliana - (7) 81
 Correia, Anisio - (8) 44
 Corsi, Linda - (9) 266
 Corthell, David W. - (7) 168
COSMOS Corporation - (10) 13
 Cotton, Patty - (7) 41
 Couch, Robert H. - (7) 331
Council for Exceptional Children - (10) 49; (9) 102
 Courchane, Grace - (7) 131
 Cox, Robert - (8) 6, 62
 Cramp, John, Jr. - (8) 334
 Crandall, David P. - (8) 39
 Crapps, John M. - (9) 265
 Cravedi-Cheng, Lia - (9) 271, 272; (8) 131
 Crawford, Dorothy - (8) 19
 Crawford, Robert - (8) 19
Crockett, Kathy - (10) 100
 Cronin, Mary E. - (9) 119
 Crowley, E. Paula - (9) 212, 213
 Cullerton, Bridget - (7) 75
 Culver, Jill Blair - (7) 336
 Cumblad, Carla - (9) 38
 Cunningham, Peter J. - (9) 279
Curcio, Joan L. - (10) 25
 Curl, Rita M. - (8) 273, 335; (7) 45, 58
 Curry, K. L. - (7) 87
 Curtis, Barry - (9) 324
 Cuvo, Anthony J. - (7) 176
 Czerlinsky, Thomas - (9) 25

-D-

- Dague, Bryan - (10) 8; (9) 23**
 Daily, Robert B. - (8) 18
 Dais, Teresa - (9) 142

- Dakunchak, Peter - (8) 334
 Dalia, Jeffrey - (8) 41
 Dalke, Bruce A. - (9) 330
 Dalke, Connie - (7) 59
 D'Alonzo, Bruno J. - (9) 40; (7) 139
 D'Amico, Ronald - (8) 6, 8, 66, 207
 Danehey, Agnes Marie J. - (7) 363
 Danek, Marita M. - (9) 300; (7) 46, 285
 Daning, Robin - (9) 206
 Darrow, Melissa A. - (7) 360
 Dattilo, John - (7) 337
 Davern, Linda - (10) 88
 Davidson, Kevin - (7) 264
 Davie, Ann R. - (9) 360
 Davila, Robert R. - (7) 63
 Davis, James Earl - (9) 45
 Davis, Paula K. - (10) 65; (9) 203; (7) 176
 Davis, Sharon - (10) 53
 Day, David M. - (9) 207
 Dean, David H. - (7) 165
 deBettencourt, Laurie U. - (8) 54
 DeBoer, Diane - (10) 95
 Deegan, Patricia E. - (7) 260
 DeFur, Sharon - (9) 177; (7) 119
 de la Garza, Bridget - (7) 361
 Dellinger, Lynne - (8) 44
 DeLoach, Charlene P. - (7) 284
 DeMoss, Sherry - (9) 181
 Dennis, Lawrence - (7) 84
 Dennis, Ruth E. - (8) 353, 358
 Deno, Stanley L. - (10) 75; (9) 287, 289
 DePaepe, Paris - (10) 128
 Department of Public Policy, Council for Exceptional Children - (10) 142
 Department of Rehabilitation Education and Research, College of Education, University of Arkansas - (9) 49
 DeShaw, Jeanette M. - (9) 217
 Deshler, Donald D. - (10) 51
 DeStefano, Lizanne - (9) 157, 163, 209; (8) 126, 131; (7) 60, 95, 117, 144, 192, 266, 297, 300
 Deykes, Robin - (9) 362
 Dew, Donald W. - (8) 146
 DiLeo, Dale - (9) 17; (7) 310
 Dillon, Ann Donoghue - (10) 123, 124
 Dimattia, Philip - (10) 74
 DiPietro, Stephen - (8) 232
 Disability Resource Centre - (10) 15, 43
 Division of Adolescent Medicine, Department of Pediatrics, Child Development and Mental Retardation, University of Washington - (8) 198
 Division of Developmental Disabilities, Department of Pediatrics, University of Iowa Hospitals and Clinics - (7) 91
 Division of Vocational Rehabilitation (Wyoming) - (8) 152
 Dixon, Beth - (10) 124
 Dobson, Lois A. - (9) 207
 Dodd, John M. - (8) 226
 Dofny, Elizabeth - (8) 28
 Dohrn, Beth - (9) 36
 Dolan, Katie - (9) 301
 Dolbel, Sally - (8) 176
 Donaldson, Jodi - (8) 154
 Donovan, Mark R. - (10) 107; (9) 310
 Dooley-Dickey, Katherine - (10) 73, 99
 Doren, Bonnie - (9) 269
 Dorn, Tobie A. - (9) 253
 Dornsife, Carolyn - (10) 117
 Doss, Scott - (10) 128
 Dossa, Parin A. - (8) 182
 Dougherty, Stephen - (8) 188
 Douglas, Rick - (9) 319
 Dowdy, Carol - (8) 287
 Dowler, Denetta L. - (10) 119; (9) 322; (7) 172
 Dowling, Jane - (9) 152, 154
 Downing, June - (9) 58; (8) 315; (7) 185
 Downs, Ninia R. - (8) 165
 Doyle, Patricia Munson - (7) 248
 Drasgow, Erik - (9) 199
 Drew, Clifford - (8) 325, 363
 Duran, Elva - (9) 112
 Durand, V. Mark - (8) 351
 Dymond, Stacy - (10) 56

East, Katheryn - (9) 232
Easterday, Joseph R. - (7) 341
Eastern Washington University - (10) 27, 28, 29
Echols, Laura D. - (8) 114
Edelen-Smith, Patricia J. - (7) 347
Edelman, Susan - (8) 353
Edgar, Eugene - (9) 34, 314; (8) 293; (7) 334
Edgerton, Robert B. - (8) 190
Education Commission of the States.
Task Force on Education for Economic Growth - (7) 281
Edwards, Kevin - (7) 219
Egli, Julie - (8) 269
Egnew, Robert C. - (8) 201
Ehrhart, Lisa M. - (7) 322
Eichinger, Joanne - (9) 58; (8) 315
Elksnin, Linda K. - (8) 231
Elksnin, Nick - (8) 231
Elliott, Nancy E. - (9) 6
Ellis, Warren K. - (9) 164; (8) 103
Elrod, G. Franklin - (7) 136
Emener, William G. - (7) 326
Emerson, John C. - (9) 26; (8) 122; (7) 25, 27, 80
Employment Opportunities, Inc. - (8) 47
Enchelmaier, John F. - (9) 304; (8) 115
Engelhard, Judy - (8) 178
English, R. William - (7) 272
Enlow, Constance - (10) 168
Enright, Brian E. - (8) 322
Epstein, Michael H. - (9) 38
Erevelles, Nirmala - (10) 67, 140
Erwin, Edward - (10) 88
Ettinger, Judith - (10) 39, 131, 132, 133
Evans, Ian M. - (7) 208
Evans, John - (8) 30
Evelo, Sheryl - (9) 302; (7) 230
Evenson, Tom - (9) 13
Everington, Caroline - (9) 244
Evers, Rebecca Barr - (8) 317
Everson, Jane M. - (10) 176; (8) 236, 247; (7) 47, 48, 148, 149, 368

Fabian, Ellen S. - (10) 12; (8) 96; (7) 64
Factor, Alan R. - (8) 107
Fadale, LaVerna M. - (8) 205
Fagan, Thomas K. - (7) 231
Faina, Tony - (7) 119
Fairweather, James S. - (8) 124
Farley, Roy C. - (7) 261
Farmer, Jacqueline A. - (7) 353
Farron-Davis, Felicia - (8) 311, 314
Faw, Gerald D. - (9) 203; (7) 302
Fee, James W., Jr. - (7) 238
Feheley, Diane - (9) 124
Fenell, David L. - (7) 99
Feretti, Ralph P. - (9) 234
Ferguson, Brad - (8) 363; (7) 100
Ferguson, Dianne L. - (10) 22; (9) 235; (8) 255, 316; (7) 125
Ferguson, Philip M. - (10) 22; (9) 235; (8) 255; (7) 109, 125
Fernstrom, Pamela - (7) 65
Ferris, Lori L. - (8) 20
Fetterman, David M. - (9) 294
Field, Sharon - (9) 280, 281, 282, 283
Finkelstein, Neal - (10) 117
Finkelstein, Vic - (8) 215
First, Patricia F. - (10) 25
Fischer, Gregory M. - (10) 50
Fishel, Kelly H. - (10) 102
Fisher, Adrian Thomas - (7) 207
Fisher, Douglas - (10) 41
Fisher, Roslyn - (9) 30
Fisher, Sherrilyn - (7) 139
Fitzgerald, Martha - (9) 39
Fitzgerald, Maureen H. - (8) 330
Fleming, Richard - (8) 100
Flexer, Robert W. - (9) 33, 35, 44; (8) 288; (7) 287
Flick-Hruska, Connie - (9) 349
Flippo, Karen F. - (9) 323; (7) 322
Florida Department of Education
- (9) 24, 52
Flynn, Thomas - (7) 90
Fodor-Davis, Julie - (8) 286
Forchheimer, Martin - (8) 320

Ford, Alison - (10) 88
Ford, Felicia - (9) 195
Forest, Marsha - (9) 57, 236; (7) 277
Forman, J. Douglas - (7) 36
Fourqurean, John M. - (9) 176; (7) 389
Fox, Robert A. - (9) 217
Fox, Timothy J. - (7) 349
Fox, Wayne - (7) 349
Foxx, R. M. - (9) 203; (7) 302
Francis, Fred - (8) 328
Frank, Alan R. - (9) 248; (8) 344, 352; (7) 197, 345
Franklin, Mary E. - (8) 348
Frantz, Matt - (7) 185
Franzini, Louis R. - (8) 297
Frazier, Ruby - (9) 28
Fredericko, Laurie - (7) 226
Fredericks, Bud - (9) 330; (8) 272
French, Sally - (8) 215
Frey, Jana Lane - (9) 194; (7) 35
Friend, Joanie - (10) 171
Fromm-Steege, Lisa - (7) 90
Fry, Ronald R. - (10) 129
Fuchs, Douglas - (9) 315; (7) 65, 307
Fuchs, Lynn S. - (10) 75; (9) 315; (7) 65, 307
Fuhrer, Marcus J. - (9) 303; (8) 25, 26
Fujiki, Martin - (8) 340
Fulia, Rosalia - (9) 203
Full Citizenship, Inc. - (10) 93
Fullmer, Steven L. - (10) 119
Fulton, Sally A. - (9) 331
Fumento, Tobey - (9) 162
Funk, Harry E. - (8) 13
Furney, Katharine (Katie) Shepherd - (10) 35; (9) 270, 271, 272
Furstenberg, Frank F., Jr. - (9) 8

-G-

Gable, Robert A. - (8) 210
Gajar, Anna H. - (7) 95
Gallagher, Bernard J., III - (7) 332
Gallagher, James J. - (7) 309
Gallivan-Fenlon, Amanda - (9) 318
Gallo, Frank - (7) 115

Gantenbein, Tony - (7) 121
Garber, Howard L. - (8) 95
Garriss, Elizabeth - (8) 54
Garske, Gregory G. - (8) 23; (7) 314
Gast, David L. - (8) 174, 175; (7) 353
Gavin, Mary K. - (8) 209
Gay, Dennis A. - (7) 283
Gaylord-Ross, Robert - (10) 110; (9) 59; (7) 1, 126, 142, 143, 147, 151, 203
Geis, Julie - (7) 106
Geller, Carol - (8) 178
Genung, L. Tom - (9) 208
Gerald, Debra E. - (9) 262
Gerber, Paul J. - (10) 60; (9) 180; (8) 28, 318
Gersten, Russell - (7) 366
Gerver, Robert - (8) 184
Getzel, Elizabeth E. (Evans) - (9) 177; (8) 357
Giancreco, Michael F. - (8) 353, 358; (7) 180
Gibbs, W. Ernest - (7) 164
Gibney, Kristie L. - (9) 286
Gilbride, Dennis D. - (8) 69
Gill, Douglas - (7) 75, 76
Gill, Kenneth J. - (8) 58
Gilman, Cheri J. - (9) 288, 289; (8) 216
Gilmore, Dana S. - (10) 17
Ginsberg, Rick - (9) 180; (8) 318
Giordano, Gerard - (9) 40
Gittman, Betty - (8) 197
Gleason, John J. - (8) 261
Gliner, Jeffrey A. - (7) 160, 161, 336, 338
Glover, Robert W. - (9) 9
Gluck, Michael S. - (7) 176
Goebel, Gene - (9) 35
Goetz, Judith P. - (7) 331
Goetz, Lori - (10) 110; (9) 200; (8) 311, 314; (7) 369
Goldberg, Marge - (10) 5; (8) 194
Goldberg, Paula - (10) 5; (8) 194
Goldberg, Richard T. - (7) 265
Golden, Marilyn - (7) 233
Goldstein, Marjorie T. - (7) 43
Gonzalez, Patricia A. - (9) 165; (7) 300
Goodall, Patricia - (7) 21

Goodall, Samantha - (7) 41
 Gooden, Melva J. - (8) 20
 Goodman, Joan F. - (8) 91
 Goodman, Stanley J. - (7) 108
 Goodwin, Laura D. - (8) 296
 Gordon, Lawrence R. - (9) 276
 Gordon, Wayne A. - (9) 147
 Gorman, Joanne - (7) 351
 Gorney, Deborah J. - (9) 222
 Gostin, Lawrence O. - (9) 42
 Gottlieb, Amy - (7) 34
 Gottesman, Ruth L. - (10) 61
 Goyette, Charles H. - (8) 130
 Gradel, Kathleen - (7) 236, 363
 Graham, Steve - (7) 141
 Gray, David B. - (8) 105
 Grayson, Thomas E. - (10) 34, 173;
 (9) 20, 170; (8) 137; (7) 117
 Green, J. Howard - (9) 133, 323
 Greenan, James P. - (7) 340
 Greene, Bernard - (8) 31
 Greene, Gary - (10) 64
 Greener, Karen - (10) 104; (9) 59
 Gregg, Noel - (9) 179
 Gregory, Bob - (8) 144
 Gregory, Martha Wille (Martha A.
 Wille) - (10) 166
 Grenot-Scheyer, Marquita - (10) 145
 Gribbon-Fago, Beryl - (8) 209
 Griffin, Cary - (10) 58
 Griffin, Susan Lehmann - (7) 22
 Groah, Christine - (7) 21
 Grogger, Jeff - (10) 112
 Grosso, Christina - (7) 73, 74
 Grubb, W. Norton - (7) 214
 Gruenewald, Lee - (7) 179
 Gugerty, John J. - (8) 209
 Guidubaldi, John - (7) 242

-H-

Haager, Diane - (9) 317
 Habel, Eric - (7) 105
 Habina, Katherine - (10) 84
 Hagin, Rosa A. - (7) 156
 Hagner, David C. - (10) 78; (9) 17, 206,

249; (7) 41, 288, 310
 Hahn, Harlan - (7) 328
 Hales, Rene M. - (8) 33
 Haley, Patrick - (9) 32
 Hall, Marilyn - (9) 2
 Hall, Philip S. - (9) 239
 Hall, Sandra - (7) 49
 Hall, Shanna M. - (7) 58
 Halle, Jim - (9) 199; (8) 312
 Halloran, William D. - (9) 59, 242;
 (8) 89; (7) 20, 167, 202
 Halpern, Andrew S. - (9) 247, 269;
 (8) 359; (7) 19, 169, 358, 390
 Hamlett, Carol L. - (7) 307
 Hammer, David - (7) 26
 Hamre-Nietupski, Susan - (9) 216;
 (8) 285, 339; (7) 342, 371
 Hancock, Gregory R. - (10) 80
 Handler, Barbara - (9) 148
 Haney, Kay - (8) 322
 Hanley-Maxwell, Cheryl - (8) 88; (7) 44,
 47, 312
 Hansen, David J. - (9) 139, 195
 Hanson, Harold B. - (7) 355
 Harchik, Alan E. - (9) 233; (7) 219
 Hardman, Michael L. - (8) 42, 325; (7) 4,
 352
 Hargis, Charles H. - (9) 111
 Haring, Kathryn A. - (9) 4; (8) 311, 314;
 (7) 346
 Haring, Norris - (7) 364
 Haring, Thomas G. - (7) 393
 Harles, Charles Wm. - (8) 169
 Harmon, Adrienne Seccia - (10) 2, 34;
 (9) 19, 20; (8) 365; (7) 383, 384
 Harmon, Peg - (10) 33
 Harner, Cathy J. - (9) 311
 Harnisch, Delwyn L. - (8) 30, 367;
 (7) 213
 Harrell, Jan E. - (9) 137
 Harrington, Thomas F. - (8) 57
 Harris, Carolyn DeMeyer - (9) 18, 86
 Harry, Beth - (10) 145; (8) 347
 Hart, Karen A. - (9) 303
 Hartman, Lenore D. - (8) 109
 Hartman, Rhona C. - (9) 363; (7) 196

- Hartwell, Cynthia A. - (9) 156
 Harvey, Brenda M. - (7) 133
 Hasazi, Joseph S. - (9) 276
Hasazi, Susan Brody - (10) 35; (9) 225;
 (8) 85, 131; (7) 24
 Hasbury, David - (9) 57
 Hastie, Clement - (8) 188
 Hattori, Kanetoshi - (7) 283
 Havekost, Deborah M. - (9) 312
 Hawkins, Barbara A. - (8) 107
 Hayden, Mary F. - (9) 205, 263; (8) 284
Haynes, John - (10) 9
 Hazelkorn, Michael N. - (8) 295
Heal, Laird W. - (10) 122, 178, 179;
 (9) 198, 311; (8) 103, 138, 139, 202;
 (7) 291
HEATH Resource Center - (10) 134;
 (9) 237, 255, 256, 362
Hebbeler, Kathleen - (10) 85, 86, 87
Helen Keller National Center, National
Assistance Center - (10) 177
 Heller, H. William - (8) 322
 Heller, Tamar - (8) 107
Helm, David T. - (10) 78
 Helmke, Lynn M. - (9) 312
 Helms, Barbara J. - (9) 211; (7) 140
 Henderson, Carolyn J. - (9) 204
 Henderson, Carolyn Meredith - (7) 16
 Henderson, Cathy - (8) 56
 Hendren, Glen R. - (8) 319
 Hendricks, Deborah J. - (9) 322
 Hendrickson, Jo - (8) 339
 Hermanson, Michael - (8) 226, 227
 Heron, Timothy E. - (8) 93
 Hershberg, Theodore - (9) 8
 Hershenson, David B. - (7) 262
 Hewes, Debbie - (9) 22
 Highline School District - (7) 173
 Hightower, Julia - (8) 325; (7) 352
 Hill, Bradley K. - (8) 284, 361; (7) 258
 Hill, Mark - (7) 321
 Hilton, Alan - (9) 204
 Hinson, Karen Bond - (8) 342
 Hirschmann, Kristin - (7) 181
 Hitchings, William - (7) 7
 Ho, Chalong - (7) 283
 Hock, Michael - (8) 131
 Hoffman, Alan - (9) 280, 281, 282, 283
 Hoffman, Charlene M. - (9) 261
 Hoffman, F. James - (8) 114
Hoffmann, Frances L. - (10) 94
 Hogue, Elonda - (9) 252
 Hohn, Michael - (7) 65
 Hoisch, Sharon A. - (8) 297
 Holden, Dee - (9) 196
Holland, Jane A. - (10) 101, 102
 Hollingsworth, Maurice - (8) 356
 Holmes, Gary E. - (8) 145
 Holub, Thomas M. - (9) 21
 Hooker, Emily - (9) 65
 Hoover, John H. - (8) 289
 Hornby, Helaine C. - (7) 133
 Horner, Robert H. - (8) 313; (7) 12, 109,
 110, 111, 112, 113, 204
Horsman, Kelley - (10) 30
 Horstmeier, DeAnna - (7) 84
 Horvath, Lester J. - (7) 247
 Horvath, Michael - (7) 7
 Horwath, A. - (9) 77, 78, 79
 Hosack, Kenny - (8) 192
 Houchard, Berenice - (8) 306
 Houck, Cherry K. - (8) 178
 Houk, Carolyn S. - (8) 304
 Houser, Rick - (8) 327
 Housley, Warren F. - (7) 359
 Housman, Roberta Y. - (8) 168
 Howard, Debra Johnson - (7) 77
Howe, Kenneth R. - (10) 114
 Howell, Anne - (8) 336
 Howie The Harp - (9) 190
 Howland, Carol A. - (8) 26; (7) 263, 264
 Hoy, Cheri - (9) 178
 Huang, Hui-Ju - (9) 20
Hughes, Carolyn - (10) 50; (9) 257;
 (8) 120; (7) 38, 70, 291, 295, 381
 Hughes, Charles - (7) 267, 351
 Huguenin, Nancy H. - (9) 313
 Humbert, Jack R. - (7) 88
 Hume, Maggie - (7) 118
 Humes, Charles W. - (7) 391
 Hunt, Pam - (9) 241; (8) 314
 Hupp, Susan C. - (8) 321

Hurt, Ginger D. - (7) 329
Hussar, William J. - (9) 262
Hutchins, Rich - (9) 196
Hutchinson, Dori S. - (7) 259
Hwang, Bogseon - (10) 50

-I-

In*Source - (8) 223
Inge, Katherine J. - (10) 56, 108; (8) 271
Inger, Morton - (10) 155
Inocenti, Mark S. - (10) 63
Institute for Educational Leadership
- (7) 92
Institute on Community Integration,
University of Minnesota - (10) 125;
(8) 153; (7) 311
Institute on Disability, University of
New Hampshire - (8) 242
Internal Research Associates - (7) 251
Ip, Sau Mei Vitti - (10) 118
Ipsen, Shyla M. - (8) 357
Irvin, Larry K. - (8) 252; (7) 372
Irvine Unified School District - (10) 96,
97; (9) 336, 337, 338, 344
Itkonen, Tiina - (9) 316
Ittenbach, Richard F. - (9) 278; (8) 362
Itzkowitz, Judy S. - (7) 114
Izen, Cornelia Lively - (7) 367
Izzo, Margo Vreeburg - (9) 44; (7) 84

-J-

Jackson, Lewis - (9) 202
Jacobson, John W. - (8) 208
Jagger, Linda - (8) 29
James, Ronald K. - (9) 5, 87, 88, 89, 90,
91, 92
Jamison, Sharman Davis - (8) 194, 256
Janikowski, Timothy P. - (8) 117; (7) 32
Janke, Wendall - (10) 92
Jarwan, Fathi A. - (7) 340
Javitz, Harold S. - (10) 83; (8) 61
Jay, E. Deborah - (8) 6
Jayanthi, Madhavi - (9) 38
Jayne, Donna - (9) 219

Jeanchild, Lysa - (10) 22; (8) 255, 316
Jefferson Parish Interagency Transition
Brokerage - (9) 339
Jenkins, Joseph R. - (8) 122; (7) 80
Jenkins, William M. - (7) 231
Jenkins-Odoriso, Cynthia - (9) 118
Jerman, Patty - (9) 68
Jessop, Dorothy Jones - (8) 328; (7) 301
Jewish Vocational Services, Allied
Jewish Community Services - (7) 387
Jiranek, Danielle - (8) 308
Johnson, Beverley - (7) 151
Johnson, Brian - (10) 137; (9) 218
Johnson, Charlotte F. - (8) 112
Johnson, David R. - (10) 150; (9) 7, 302;
(8) 274, 341
Johnson, Donna - (9) 340; (8) 155;
(7) 270
Johnson, Fran - (7) 179
Johnson, Janis - (9) 104
Johnson, John R. - (8) 77, 78, 79, 148
Johnson, Judith E. - (8) 97
Johnson, Kurt L. - (7) 272
Johnson, Marilyn J. - (8) 329
Johnson, Patricia - (7) 30
Johnson, Pattie - (7) 98
Johnson, Peter J. - (7) 37
Johnson, Sharon R. - (8) 163
Johnson, Stephen M. - (7) 339
Johnson, Wendell - (8) 89
Johnston, A. P. - (9) 225
Johnston, Stacey - (10) 110; (7) 369
Johnston-Rodriguez, Sarah - (10) 118
Joiner, James G. - (9) 131
Jones, Brian J. - (7) 332
Jones, Leda Bartlett - (9) 342
Jones, Peter - (8) 309
Jones, Stephen C. - (9) 125
Jonikas, Jessica A. - (8) 118
Jorgensen, Cheryl - (10) 123, 124
Jorgensen, Jack - (7) 131, 179
Judy, Barbara T. - (9) 322
Juhrs, Patricia D. - (10) 144; (9) 123
Juniper, Leah - (8) 316

-K-

- Kaiser, Ann P. - (9) 200
Kalina, Nancy - (10) 8; (9) 23
Kallsen, Lincoln A. - (8) 341
Kamen, Debra - (9) 346, 347
Kampschroer, Elise Frattura - (7) 131, 179
Kanda, Elizabeth - (7) 113
Kandborg, Tracy - (8) 309
Kane, Michael - (8) 229
Kansas State Board of Education - (8) 234
Kaplan, Linda - (8) 111
Kaplan, Steven P. - (8) 70
Karasoff, Patricia - (8) 311, 314
Karen, Robert L. - (8) 297
Karge, Belinda Dunnick - (7) 361
Karls, Sarah Fenlon - (10) 118
Karnilowicz, W. - (9) 223
Karsh, Kathryn G. - (8) 101, 350
Karst, Ronald H. - (8) 145
Katz, David - (9) 30
Katz, Lynda J. - (7) 333
Katz, Mindy - (8) 324
Kauffman, James M. - (9) 238
Kavanagh, James F. - (8) 105
Kay, Pam - (9) 39
Kazis, Richard - (8) 217
Kearney, Christopher A. - (10) 71; (8) 351
Keena, Virginia - (9) 283
Keifer-O'Donnell, R. - (8) 325
Keith, Kenneth D. - (8) 202
Kelchner, Kathy - (10) 153
Kelley, Bridget - (10) 68
Kelley, John M. - (7) 332
Kelley, Susan D. M. - (8) 71, 116, 332
Kelly, Jeffrey A. - (9) 195
Kennedy, Craig H. - (9) 316; (7) 111, 112, 113
Keul, Patricai - (8) 336, 342
Khoju, Madhov - (10) 179
Kiburz, Paul - (8) 143; (7) 146
Kidder, Susan - (7) 312
Kiefer-O'Donnell, Richard - (7) 352
Kiernan, William E. - (10) 17, 18, 19; (8) 35, 36, 37, 134, 331; (7) 122, 123, 202
Killian, Daniel J. - (10) 50
Kim, Dong-il - (9) 293
Kim, Jinho - (10) 50
Kincaid, Jeanne - (8) 266
King, Susan J. - (8) 193
Kirby, Neil - (8) 308
Kirk, James E. - (8) 97
Klockars, Alan - (7) 364
Kluwin, Thomas N. - (9) 254
Kneipp, Sally - (8) 186
Knorr, Kenneth - (7) 322
Knowlton, Earle - (9) 252
Koger, Freya - (10) 138
Kohler, Paula D. - (10) 146; (9) 41, 141, 260, 304, 306, 307; (8) 140, 148; (7) 70, 116, 117, 381
Koller, Helene - (8) 324
Korinek, Lori - (7) 351
Koroloff, Nancy M. - (7) 182
Kortering, Larry J. - (7) 136, 334, 364
Kosmos, Katherine - (9) 346, 347
Kothe, Julia Noyes - (9) 22
Kozleski, Elizabeth B. - (9) 202; (8) 291, 296
Krajewski, Lynn - (7) 342
Kramer, Michael E. - (9) 274
Krantz, Gordon C. - (9) 302
Krasnegor, Norman A. - (8) 105
Kraus, Lewis E. - (8) 187
Krauss, Mary Wyngaarden - (7) 108
Krawetz, Nancy - (10) 150; (8) 274
Krefting, Douglas - (8) 183
Krefting, Laura - (8) 183
Kregel, John - (10) 52, 91; (9) 177, 321; (8) 230, 357; (7) 10, 319, 343
Kreutzer, Jeffrey - (7) 21
Krishnaswami, Uma - (7) 286
Kroeger, Sue - (7) 270
Krom, Dawn Marie - (9) 250
Kronick, Nancy - (8) 104
Krown, Stephen - (7) 376
Krulwich, Maxine T. - (7) 196

Kubicek, Frederick C. - (9) 184
 Kuehn, Marvin D. - (8) 145
 Kuel, Patricia - (7) 15
 Kurtz, Jeffrey R. - (9) 15

-L-

LaCourt, Timothy - (7) 389
 Lagemann, Ellen Condliffe - (8) 212
 Lagomarcino, Thomas R. - (7) 279, 294, 295
 Laird, Molly - (7) 376
Lakin, K. Charlie - (10) 126; (9) 205; (8) 284, 361; (7) 178, 258
 Lam, Chow S. - (7) 30
Lam, Kay H. - (10) 90
 Lambert, Selden S. - (8) 116
 Landstrom, Barbara - (8) 226, 227
 Lange, Cheryl M. - (9) 222
Langel, Patty - (10) 5
 LaRocca, Nicholas - (7) 290
 Larson, Sheryl A. - (7) 178
 Lasky, Beth A. - (9) 137
Latting, John - (10) 117
 Laughlin, John - (8) 290
 Laureys, Kenneth R. - (7) 163
 LaVecchio, Francesca - (9) 346, 347
 Lavigna, Gary W. - (9) 124
 Lavin, Don - (7) 121
 Lavoie, Richard D. - (8) 264
 Lawlor, Mary C. - (9) 31
 Lawrenz, Pam - (7) 66
Leach, Lynda Nash - (10) 2, 34; (9) 19, 20; (8) 365; (7) 382, 384
 Leach, Robin - (7) 272
 Leake, David W. - (9) 5, 87, 89, 90, 92, 309; (8) 203
 Leal-Idrogo, Anita - (8) 161
Lee, Mellanie - (10) 110; (7) 369
 Lee, Michele - (7) 73, 74
 Lee, Okhee - (9) 317
 Lee, Suzanne - (7) 67
 Lehman, Constance - (8) 272
 Lehmann, Jean P. - (9) 303
 Lehmkuhl, L. Don - (9) 143, 149
 Lehr, Donna H. - (8) 302

Lehr, Susan - (7) 198, 221, 222, 223, 225
 Leman, Phil - (9) 196
 Lengyel, Linda - (8) 22
Lenker, James A. - (10) 37
 Leone, Peter E. - (9) 183
 Lerner, Esther - (8) 253
 LeRoy, Barbara - (9) 284
 Lessard, Jean-Charles - (8) 177
 Leuenberger, Jan - (7) 106
 Leung, Paul - (8) 164; (7) 314
 Levine, Phyllis - (9) 314; (7) 334
 Levinson, Edward M. - (9) 93
 Levitan, Sar A. - (7) 115
Levy, Anne - (10) 33
 Levy, Eloise - (9) 63
 Levy, Joel M. - (9) 274; (8) 328; (7) 301
 Levy, Philip H. - (9) 274; (8) 328; (7) 301
 Lewis, Darrell R. - (8) 341; (7) 257
 Lewis, Kathleen - (8) 173
 Lewis, Mary Beth - (7) 235
 Lewis, Preston - (9) 27
 Lewis, Rena B. - (8) 364
 Lewis, Timothy J. - (7) 350
 L'Homme, Bertrand - (7) 103
 Lichtenstein, Stephen - (9) 240; (8) 34, 46, 354
 Liebert, Diane E. - (7) 34, 316
 Liggett, Annette M. - (9) 225
 Lignugaris/Kraft, Benjamin - (7) 153, 193
Lim, Levan H. F. - (10) 70
 Linders, Susan C. - (8) 20
 Lindsey, Pamela - (9) 224
 Lindstrom, Lauren E. - (7) 358
 Linehan, Sharon A. - (8) 283
 Linton, Rhoda - (7) 275
 Lisi, Deborah - (9) 270
 Lobosco, Anna F. - (9) 169
 Loewinger, Howard - (7) 356
 Lombard, Richard C. - (8) 295
 Lonetree, Georgia L. - (8) 163
 Long, Greg - (9) 301
 Long, Nancy M. - (9) 301
Longhurst, Nancy Anne - (10) 46
 Loucks, Susan F. - (8) 39

Louguit, Mohammed - (9) 346, 347
Louis Harris and Associates, Inc.
 - (10) 115
 Lovett, David L. - (9) 4; (7) 346
 Lozano, Beverly - (9) 221
 Luckner, John - (9) 246
Lucyshyn, Joseph - (10) 22; (8) 255
 Ludi, Dale Carter - (9) 106
Luecking, Richard G. - (10) 12; (9) 310
 Luft, Pamela - (9) 142; (8) 275
 Lund, Lori - (7) 110
 Lundegren, Herberta M. - (9) 228
 Lutsky, Larry - (7) 34
 Lynch, Bill - (7) 83
 Lynch, Eleanor W. - (8) 364
 Lynch, Evelyn C. - (8) 310
 Lynch, Sheila A. - (8) 36, 37, 134;
 (7) 122, 123
 Lyon, G. Reid - (8) 105

-M-

Mabry, Linda - (9) 168
 Macarthur, Charles - (7) 141
 MacCuaig, Evelyn - (7) 181
 MacDonald, John T. - (7) 63
 MacDonald-Wilson, Kim L. - (7) 373
 MacGugan, Kirk - (9) 109
 MacMillan, Donald L. - (9) 151
 Madson, David P. - (9) 286
Mahler, Marty - (10) 6
 Mahoney, Brennan - (8) 49
 Mahr, Jeffrey M. - (9) 226
Majumder, Ranjit K. - (10) 119; (7) 172
 Majure, Ann - (7) 50
 Malette, Paul - (8) 309
 Malkmus, Danese - (8) 192
 Malloy, JoAnne M. - (7) 310
Maloney, Melinda H. - (10) 127
Mandlawitz, Myrna - (10) 103
Mangan, Troy - (10) 126
 Manganello, Robert E. - (9) 267
Mank, David - (10) 66; (9) 133, 134, 268;
 (7) 54, 57
 Mann, Dick - (8) 254
 Mann, Linda - (8) 254

Mann, William C. - (8) 15, 189; (7) 240
Marc Gold Associates - (10) 48
 Marchand-Martella, Nancy E. - (8) 102;
 (7) 243, 244, 318
 Marcus, Lloyd - (8) 188
Marder, Camille - (10) 72, 82, 84; (8) 6,
 8, 66, 207
 Margalit, Malka - (8) 27, 360
 Marquis, Janet - (8) 253
 Mars, Larry - (7) 290
 Marshall, Catherine A. - (8) 163, 329
 Marshall, Laura Huber - (9) 68, 264
 Marshall, Ray - (9) 9
 Martella, Ronald C. - (8) 102, 286;
 (7) 56, 243, 244, 313, 318
 Martin, E. Davis - (8) 357
 Martin, James E. - (9) 68, 264; (7) 55,
 99, 226, 303
 Martin, Leslie - (9) 106
 Martin, William E., Jr. - (9) 10; (8) 329
 Martonyi, Elizabeth - (9) 35
 Mason, Christine Y. - (9) 275
 Massanari, Carol B. - (8) 195
 Massari, Louis O. - (7) 332
 Massey, Philip S. - (8) 97
 Mast, Melinda - (7) 235
Mastrianni, Xavier - (10) 94
 Matheson, Nancy S. - (8) 229
 Mathie, Bridget - (9) 7
 Mathot-Buckner, Connie - (7) 100
Matuszak, Trish - (10) 5
 Maxion, Glen D. - (8) 18
 Maxson, Laurie Lee - (9) 68, 264
 Maynard, Frederick - (8) 320
 McAlees, Daniel - (7) 168
 McAuliffe, Garrett - (8) 29
 McBroom, Lynn W. - (9) 342
 McCarn, Joyce E. - (9) 231
 McCarney, Stephen B. - (7) 6
 McCarthy, Jennifer - (8) 10
 McCaughrin, Wendy B. - (8) 81, 103
 McClennen, Sandra E. - (9) 110
McCowan, Carla J. - (10) 77
 McCray, Paul M. - (7) 253
 McCrea, Linda D. - (8) 337; (7) 138
 McCrory, Dennis J. - (7) 296

McDonald, Jennifer - (7) 342
 McDonald, Rebecca S. - (7) 23
 McDonel, Elizabeth C. - (7) 375
 McDonnell, John - (8) 42, 325, 363;
 (7) 4, 100, 352
 McDonnell, Lorraine M. - (7) 214
 McEvoy, Mary A. - (7) 339
 McGaughey, Martha J. - (10) 17, 19;
 (8) 35, 36, 37, 331; (7) 122, 123
 McGee, Jerry - (7) 94
 McGill, Janice - (10) 45
 McGinty, Suzanne - (7) 117, 325
 McGrew, Kevin S. - (10) 135; (9) 132,
 278, 287, 289, 290; (8) 142; (7) 257
 McGuire, Joan M. - (9) 120
 McGurrin, Martin C. - (9) 188
 McInerney, Maurice - (8) 95
 McIntosh, Ruth - (9) 317
 McKean, Kathleen - (8) 12
 McKelvy, Linda - (8) 263
 McKenzie, Robert G. - (8) 304
 McKinley, Jean - (7) 240
 McKinney, David D. - (9) 18, 86
 McLaughlin, Margaret J. - (8) 180
 McLaughlin, Phillip - (8) 5
 McLean, Debra - (7) 83
 McLeskey, James - (9) 227
 McMath, Cynthia - (10) 9
 McNair, Jeff - (8) 104; (7) 357
 McNally, Lorraine C. - (10) 17; (8) 35,
 36, 37; (7) 123
 McNamara, Sue - (8) 125
 McPherson, Anne - (9) 182
 McSweyn, CaryAnn - (8) 280; (7) 140
 Medgyesi, Vitoria - (10) 10
 Meers, Gary D. - (8) 346; (7) 305
 Meier-Kronick, Nancy - (9) 142
 Mellencamp, Amy - (9) 39
 Meltzer, Ann S. - (8) 229
 Meltzer, Lynn - (10) 62
 Menchetti, Bruce M. - (10) 42; (8) 191;
 (7) 227, 228, 268, 272, 293
 Mendocino County Office of
 Education/S.E.L.P.A. - (9) 329
 Meravi, Apryl - (7) 235
 Merriam, Eileen - (8) 265

Merrill, Jayne P. - (7) 104
 Mest, Grace M. - (7) 308
 Metropolitan Community Colleges
 - (10) 148
 Metzger, David - (7) 144
 Metzler, Helen M. D. - (7) 149, 343
 Meyer, Gary - (9) 59
 Meyer, Gwen - (8) 316
 Meyer, Luanna H. - (10) 67, 139, 140;
 (9) 58; (8) 92; (7) 205, 208, 256
 Michael, Martha G. - (8) 236
 Michaelides, Nike - (9) 240
 Michaels, Craig A. - (10) 59, 121; (9) 56,
 80, 81; (8) 276; (7) 73, 74, 85
 Michigan State University. Supported
 Employment Technical Assistance
 Project - (7) 134
 Mid-Atlantic Regional Information
 Exchange (MARIE) - (8) 200
 Mid-South Regional Resource Center
 - (7) 191
 Mikrut, Sharon L. - (9) 148, 150
 Milhous, Raymond L. - (9) 11
 Milkman, Beverly L. - (9) 15
 Miller, Cynthia J. - (7) 66
 Miller, Darcy E. - (9) 277
 Miller, James H. - (9) 201
 Miller, Jan B. - (8) 113
 Miller, Sidney R. - (7) 355
 Millington, Michael - (8) 88
 Minskoff, Esther H. - (9) 181; (8) 114
 Miramontes, Ofelia B. - (10) 114
 Mirenda, Pat - (8) 309
 Misra, Anjali - (7) 324
 Mississippi Band of Choctaw Indians
 - (9) 14
 Mitchell, Dale - (9) 210
 Mithaug, Dennis E. - (10) 116; (7) 99,
 226
 Modell, John - (9) 8
 Moery, Kathryn - (8) 90
 Monkman, Frank - (7) 25, 27
 Monroe, Marty - (7) 227
 Montes, Maria Elena - (8) 258
 Montgomery, Diane - (10) 47

Moon, M. Sherril - (8) 270, 271; (7) 14, 149, 202
 Moore, Bob - (8) 290
 Moore, Stephen C. - (9) 211; (8) 82, 280, 286; (7) 140, 318
 Moravec, Jeanette - (7) 342
 Morehouse, Judith A. - (8) 213
 Morgan, David L. - (9) 130
 Morgan, Robert L. - (8) 280; (7) 318, 392
 Morganstern, Donna R. - (7) 122
 Morningstar, Mary E. - (8) 249
 Morris, C. Donald - (9) 226
 Morris, Mary - (7) 106
 Morris, Randall K. - (7) 306
 Morrison, Gale M. - (8) 290
 Morrison, Malcolm H. - (7) 241
 Mueller, Patricia H. - (7) 180
 Mulick, James A. - (7) 26
 Murdock, Jane Y. - (8) 28
 Murphy, Beth S. - (9) 274
 Murphy, Diane S. - (8) 364
 Murphy, Mark J. - (9) 234
 Murphy, Roberta - (9) 234
 Murphy, Stephen T. - (10) 8; (9) 23, 249; (7) 288
 Murray, Jacque - (7) 78
 Murray, Jerry - (8) 269; (7) 90
 Murray, Richard A. - (8) 21
 Murtaugh, Michael - (8) 94
 Musgrave, Jack - (8) 117
 Mustonen, Theresa - (8) 92

-N-

Nabors, Karla - (9) 123
 Nagler, Mark - (10) 7
 Nangle, Douglas W. - (9) 139
 Naour, Paul - (7) 157
 Nardini, Joseph C. - (8) 130
 Nathan, Joe - (8) 355
 National Association of Rehabilitation Facilities - (7) 13
 National Association of State Boards of Education - (7) 199

National Association of State Boards of Education, NASBE Study Group on Special Education - (9) 140
 National Center for Education Statistics - (9) 261, 262; (7) 250
 National Center for Youth with Disabilities, University of Minnesota - (8) 228
 National Center on Educational Outcomes, University of Minnesota - (9) 285, 292, 297; (7) 380
 National Commission on Excellence in Education - (7) 282
 National Council on Disability - (9) 185
 National Council on Education Standards and Testing - (7) 154
 National Easter Seal Society - (9) 97; (8) 218, 240
 National Information Center for Children and Youth with Disabilities (NICHCY) - (10) 151; (9) 350, 351, 352, 353, 354, 355, 356, 357, 358; (8) 150
 National Institute on Disability and Rehabilitation Research - (9) 214, 215
 National Transition Network, Institute on Community Integration, University of Minnesota - (10) 4
 Nave, Gary - (9) 273
 Negri, Nanette A. - (7) 50
 Neilson, William L. - (8) 283
 Nelson, C. Michael - (8) 53
 Nelson, Gary L. - (7) 183
 Nelson, J. Ron - (8) 226
 Nemec, Patricia B. - (8) 125
 Nemeth, Priscilla - (8) 170
 Ness, Jean - (7) 215
 Neubert, Debra A. - (8) 295; (7) 286, 363
 Neukrug, Edward - (8) 29
 Neumayer, Robert - (9) 228
 New Hats, Inc. - (9) 345
 New York State Education Department - (9) 335
 Newman, Dianna L. - (9) 169; (7) 105

Newman, Lynn - (10) 79, 85; (8) 6, 59, 64, 68, 207
Newton, J. Stephen - (8) 313; (7) 109, 110, 111, 112, 113
Nguyen, Ngoc-Huong - (7) 373
Nicholls, Robert W. - (10) 11
Niederbuhl, John M. - (9) 226
Nietupski, John A. - (9) 98, 328; (8) 269, 285, 339; (7) 342, 371
Nisbet, Jan - (10) 123, 124; (8) 1, 34, 43, 46; (7) 41
Nishioka-Evans, Vicki - (8) 272
Noren, Lynn - (7) 121
North Carolina Community College System EDNET - (7) 385
Northeast Metro Technical College - (10) 147, 174
Nosek, Margaret A. - (8) 25, 26; (7) 171, 263, 264
Nyberg, Eric H., III - (7) 239

-O-

Oakton Community College, Career Orientation and Options Program - (9) 94
O'Brien, John - (9) 57
O'Connor, Susan - (10) 21; (8) 7
Office of Special Education and Rehabilitative Services (OSERS) - (7) 93
Ohio Department of Mental Retardation and Developmental Disabilities - (7) 18
Ohio Public Images, Inc. - (7) 127
O'Leary, Edward E. - (9) 48
Oliver, Mike - (8) 215
Ollansky, Ellen - (8) 290
Olney, Marjorie - (10) 8; (9) 23
Olsen, Kenneth R. - (8) 195
Olson, Deborah - (10) 22; (9) 268; (8) 255
Olson, Kathleen - (8) 92
O'Neil, Harold F., Jr. - (8) 108
O'Neal, Linda - (10) 95
Oorthuys, John - (9) 134
Orange, Charlotte - (8) 159

Oregon State Department of Education - (8) 199
O'Reilly, Bonnie - (8) 270
O'Reilly, Mark F. - (7) 71, 101, 292, 300
Orham, Mary - (9) 64
Orr, R. Robert - (9) 207
Ory, John C. - (9) 166, 172
Osborne, Allan G., Jr. - (10) 74
Osborn, Kathy - (8) 221, 222, 224
O'Shea, Dorothy J. - (9) 229
Ouellette, Sue E. - (9) 301
Overdorff, Carol - (7) 76
Owen, Mary Jane - (8) 83
Owens, Thomas R. - (9) 158

-P-

Pacchiano, Debra - (9) 227
PACER Center, Inc. - (9) 1, 70; (7) 386
Packer, Arnold - (8) 229
Page-Voth, Victoria - (7) 141
Pancsofar, Ernest L. - (8) 303; (7) 114
Panzer, Jim - (7) 155
Parent, Wendy S. - (8) 4, 230, 267, 271; (7) 44, 343, 370
Parents' Alliance for Transition (PAT) - (8) 223
Parette, Howard P., Jr. - (7) 354
Parisot, Arlene - (9) 64
Park, Ciritta B. - (9) 80
Park, Hyun-Sook - (10) 110, 145; (7) 151
Park-lee, Seunghee - (10) 67
Parker, Kent - (9) 60
Parker, L. - (9) 90
Parker, Randall M. - (8) 55; (7) 312
Parker, Richard - (7) 344
Parkerson, Sandra - (7) 261
Parmar, Rene S. - (9) 201
Parmenter, Trevor R. - (9) 251
Parsons, Marsha B. - (9) 231
Pascaris, Alysia - (7) 377
Patterson, Jeanne Boland - (8) 86; (7) 45
Patton, James R. - (9) 119, 312
Patton, Patricia Lucey - (7) 361
Paul, Patricia - (7) 147
Pearpoint, Jack - (9) 57

Pearson, Cheryll A. - (8) 53
 Pearson, John - (7) 75
 Peck, Charles A. - (8) 154
 Peer and Family Training Training
 Network Project on the Americans with
 Disabilities Act - (9) 47
 Penn Valley Community College
 - (8) 244
 Peoria Educational Region for
 Employment and Training
 P.E.R.F.E.C.T. - (7) 249
 Perin, Delores - (7) 129
 Perino, Daniel M. - (8) 135
 Perry, Joseph D. - (7) 242
 Peters, Dawn - (10) 137; (9) 218
 Peters, Mary T. - (8) 93
 Peters, Susan J. - (8) 260
 Peterson, Mark E. - (7) 373
 Petherbridge, Rita - (7) 356
 Pettitt, Geri - (8) 250
 Pettitt, Jim - (8) 250
 Pezzoli, Michele - (8) 154
 Phelps, L. Allen - (7) 192, 299
 Phillips, Patricia - (9) 136
 Pittman, John - (7) 290
 Pledgie, Thomas K. - (8) 323
 Plien, Anthony J. - (9) 195
 Pliner, Susan - (9) 341
 Pollard, Richard R. - (8) 346
 Pollock, Nancy - (7) 210
 Pollock, Edward A. - (9) 38, 312
 Ponthieu, Louis D. - (9) 125
 Porter, Mahlon E. - (9) 243
 Posthill, Suzanne M. - (7) 254
 Powell, Thomas H. - (8) 82; (7) 114
 Powers, Greg - (8) 306
 Powers, Laurie - (7) 2
 Prater, Mary Anne - (9) 250
 Pratt, Carlos W. - (8) 58
 President's Commission on Employment
 of People with Disabilities - (7) 200,
 212
 Price, Lynda - (9) 7; (8) 50, 157; (7) 79,
 215, 229, 230
 Price, Patricia - (7) 289
 Priddy, David A. - (7) 30

Prieve, Kathie - (7) 121
 Prince, Nan - (10) 84
 Productive Youth in the Community
 Project - (8) 241
 Program Design, Inc. - (8) 127
 Project Career - (10) 170
 Project CAREER - (7) 135
 Project CHOICES - (9) 96
 Project COED - (10) 167
 Project Extra - (8) 51
 Protection and Advocacy System
 - (9) 105, 107
 Prout, H. Thompson - (9) 253
 Prouty, Robert W. - (10) 126
 Pumpian, Ian - (10) 41
 Putnam, Kimberly M. - (9) 15

-Q-

Queller, Susan - (10) 164, 165
 Quinn, John M. - (7) 219
 Quiroga, Teresa - (8) 158

-R-

Rachal, Patricia - (8) 236
 Racino, Julie Ann - (8) 7
 Rackley, Reginald - (8) 159
 Rainforth, Beverly - (7) 49, 114
 Rau, Larry - (8) 259
 Raver, Karen K. - (10) 31
 Ravlin, Renae - (10) 33
 Rawlings, Brenda W. - (10) 90
 Rayfield, R. G. - (10) 55
 Razzano, Lisa A. - (9) 192
 Reed, Cheryl A. - (10) 163
 Reetz, Linda J. - (8) 289
 Regional Rehabilitation Exchange
 - (8) 38
 Reichle, Joe - (10) 128
 Reid, D. Kim - (10) 62
 Reid, Dennis H. - (9) 231
 Reiff, Henry B. - (10) 60; (9) 180; (8) 318
 Reinoehl, Bruce - (9) 199
 Reiser, Francine - (7) 73, 74
 Renzaglia, Adelle - (8) 268

Renzaglia, Paul - (7) 355
 Repetto, Jeanne B. - (9) 245
 Repp, Alan C. - (8) 101, 350
 Resources for Rehabilitation - (7) 128
 Retish, Paul - (7) 7
 Revell, W. Grant - (10) 91; (9) 133;
 (7) 22, 373
 Reynolds, William E. - (9) 145
 Rhodes, Larry - (10) 40, 66; (9) 134, 268;
 (7) 57, 83, 335, 356
 Richardson, Stephen A. - (8) 324
 Ridgely, Mary - (8) 185
 Riehle, Ruth - (7) 342
 Riley, Maxine - (7) 226
 Rimmerman, Arie - (9) 274; (8) 328;
 (7) 301
 Rinne, Charlene - (7) 105
 Rinne, Susan - (8) 221
 Rintala, Diana H. - (9) 303
 Robert, Matt - (9) 59; (7) 143, 147
 Roberts, Clare - (8) 345
 Roberts, Rob - (7) 315
 Roberts, Ruth - (7) 315
 Roberts, Sylvia - (10) 45
 Roberts, Violet Cain - (10) 156
 Robinson, Kathy - (7) 69
 Rochester, Jane O. - (8) 16, 113
 Rock, Rowena - (7) 235
 Rocky Mountain Resource and Training
 Institute - (8) 235
 Roessler, Richard T. - (10) 158, 159, 160,
 161, 162, 163, 169; (8) 167; (7) 31, 170,
 289
 Roffman, Arlyn J. - (7) 254
 Rogan, Joseph - (8) 10
 Rogan, Laura L. - (8) 109
 Rogan, Patricia M. - (10) 8, 88; (9) 23,
 249; (7) 288
 Rogers, E. Sally - (7) 374
 Rogers, John - (8) 314
 Rogers, Joy - (10) 141
 Rogow, Sally - (8) 309
 Rojewski, Jay W. - (9) 258; (8) 156, 346
 Rose, Debra E. - (10) 90
 Rose, Karen C. - (8) 338
 Rose, Patricia M. - (8) 226

Rosen, Julie W. - (7) 348
 Rosen, Marvin - (8) 334
 Rosenthal, Irwin - (7) 11, 86
 Ross, Yvette - (9) 192
 Rubin, Stephen - (9) 307; (7) 96
 Rucker, Ronald E. - (10) 54; (8) 303
 Ruhm, Christopher J. - (10) 113
 Rule, David L. - (8) 265
 Rule, Sarah - (8) 335; (7) 193
 Rumrill, Phillip D., Jr. - (10) 159, 163,
 169
 Rusch, Frank R. - (10) 122; (9) 41, 141,
 142, 198, 304, 307; (8) 77, 78, 79, 81,
 103, 148, 275, 367; (7) 53, 67, 70, 71,
 95, 101, 192, 217, 279, 291, 293, 294,
 295, 299, 303, 357, 381
 Russert, Margaret Gretchen - (7) 35
 Rutman, Irvin D. - (9) 187
 Ruth, David - (7) 321
 Ryan, Ann Grasso - (8) 157; (7) 229
 Ryder, Bonnie - (8) 166
 Ryndak, Diane Lea - (9) 61
 Rynders, John E. - (8) 92

-S-

Sabornie, Edward J. - (9) 331
 Sacks, Sharon Zell - (7) 187
 Sailor, Wayne - (10) 18; (8) 311, 314
 Saint-Laurent, Lise - (8) 277
 Sale, Paul - (8) 4; (7) 149
 Salembier, George - (9) 271, 272; (8) 85
 Salzberg, Charles L. - (8) 280; (7) 56,
 153, 193, 318, 392
 Sanders, James R. - (9) 155
 Sandler, Andrew B. - (8) 28
 Sandow, Dennis - (9) 134, 268; (7) 57,
 335, 356
 Sands, Deanna J. - (8) 291, 296, 298, 299
 Santelli, Betsy - (8) 253
 Sapon-Shevin, Mara - (9) 232
 Sappington, Gary - (7) 110
 Saravanabhavan, R. C. - (9) 10; (8) 329
 Sargent, Laurence R. - (7) 278
 Sasso, Gary - (8) 339

Satcher, Jamie - (10) 99; (9) 84; (8) 319;
 (7) 82
Sautter, Scott W. - (8) 114
Sawilowsky, Shlomo - (9) 280
Sayeed, Marta Hernandez - (8) 258
Scaggs, Gary - (7) 103
Schacht, Robert - (10) 3
Schaffer, Marilyn - (10) 157
Schaffner, C. Beth - (9) 55
Schaller, James L. - (8) 87; (7) 312
Schalock, Mark D. - (9) 330
Schalock, Robert L. - (10) 18, 19;
 (9) 153, 208; (8) 36, 37, 202; (7) 122,
 123
Schattman, Richard A. - (9) 225; (8) 353
Schelly, Cathy - (9) 22
Schepis, Maureen M. - (9) 326
Scherer, Marcia - (9) 67
Schildroth, Arthur - (10) 90
Schiller, Ellen Peters - (9) 160
Schira-Layton, Sharon - (10) 33
Schiro-Geist, Chrisann - (7) 46, 53
Schleien, Stuart J. - (8) 92
Schloss, Patrick J. - (9) 60, 219
Schmalle, Bonnie - (7) 7
Schmelkin, Liora Pedhazur - (7) 362
Schneck, Gerald R. - (7) 253
Schneider, Donna - (8) 310
Schnorr, Roberta - (10) 88
School Board of Alachua County
 - (8) 219
Schriner, Kay Fletcher - (9) 305; (7) 31,
 44, 289
Schuh, Mary - (10) 123, 124
Schumacher, Steven H. - (8) 323
Schumaker, Jean B. - (10) 51; (7) 267
Schumm, Jeanne Shay - (9) 317; (8) 300,
 301
Schuster, John W. - (8) 349
Schwartz, Ilene - (10) 145
Schwartz, Shirley - (7) 141
Schwartz, Stuart E. - (9) 245
Schwarz, Patrick - (7) 131, 179
Schwenn, Tanya - (8) 41
Scotti, Joseph R. - (7) 208
Searcy, Sheri - (7) 252

Searl, Stanford J. - (7) 198
**Secretary's Commission on Achieving
 Necessary Skills** - (8) 132
Seiler, Lauren H. - (8) 247
**Self-Advocacy Association of New York
 State** - (8) 246
Sells, Julie A. - (9) 144
Seltzer, Gary B. - (8) 107
Seltzer, Marsha Mailick - (7) 108
Sensor, Karen - (7) 342
Severson, Susan J. - (8) 310
Shafer, Michael S. - (8) 158; (7) 10, 46,
 185
Shapiro-Barnard, Susan - (10) 123, 124
Sharaf, Phoebe - (9) 2
Shaull, Julia F. - (9) 124
Shaver, Debra M. - (8) 59, 124
Shaw, Stan F. - (9) 120
Sheldon, Jan B. - (9) 233; (7) 219
Sheldon, Kenneth L. - (8) 114
Sherman, James A. - (9) 233; (7) 219
Sherron, Pamela - (8) 267; (7) 21
Shih, W. K. - (8) 366
Shimon, Susan M. - (7) 36
Shinkfield, Alison J. - (9) 223
Shipstead, Jacque - (9) 252
Shores, Richard E. - (7) 339
Shoultz, Michael D. - (7) 50
Shriner, Cheryl Light - (10) 128
Shriner, James G. - (9) 287, 289, 290,
 293; (8) 142, 305
Siegel, Shepherd - (10) 80, 104; (9) 59,
 173; (7) 142, 143, 147
Sievert, Ann - (7) 323
Sigelman, Carol K. - (8) 138
Sikka, Anjoo - (9) 342
Silver, Patricia G. - (8) 278
Simek-Dreher, Stacey - (7) 235
Simmons, Thomas J. - (9) 33, 35, 44;
 (8) 288; (7) 287
Simon, Marlene - (9) 242; (7) 151
Simpson, Richard L. - (8) 52
Sinclair, Mary F. - (9) 302
Sindelar, James - (9) 196
Singer, Barry F. - (7) 110
Singer, George H. S. - (8) 252

- Sinnett-Oswald, Mary - (7) 338
 Siperstein, Gary N. - (8) 121, 123
 Sisk, Cynthia A. - (9) 146
 Sisson, Lori A. - (7) 188
 Sitlington, Patricia L. - (9) 248; (8) 344, 352; (7) 146, 197, 341, 345
 SKC ACCESS Project - (8) 225
 Skibinski, Janet D. - (8) 9
 Skrinar, Gary S. - (7) 259
 Sleight, Lisa - (7) 235
 Smart, David W. - (8) 326
 Smart, Julie F. - (8) 326
 Smart, Lana - (9) 80, 81
 Smith, Dawn M. - (8) 338
Smith, Deborah J. - (10) 31, 32
 Smith, Doug - (8) 290
 Smith, Garnett J. - (7) 347
 Smith, Gerald - (9) 32
 Smith, Judith Osgood - (7) 162, 365
Smith, Marcia Datlow - (10) 144; (9) 62, 63, 123, 126, 128, 129
Smith, Patty McGill - (10) 23
 Smith, Ralph W. - (9) 228
 Smith, Stephen W. - (9) 54
 Smith, Steve, Jr. - (9) 195
 Smith, Tom E. C. - (8) 287
Smith-Lewis, Marsha - (10) 145
 Snell, Martha E. - (9) 53
 Snow, Judith - (9) 57
 Snyder, Thomas D. - (9) 261
 Solomon, Mardi L. - (8) 118
 Solow, Jill - (8) 342
Sontag, Joanne Curry - (10) 3
 Sowers, Jo-Ann - (7) 2, 49, 102, 237
 Sparrow, W. A. - (9) 223
 Spencer, Karen C. - (7) 336, 338
Spiegel, Amy N. - (10) 135; (9) 290; (8) 142
 Spiers, Elizabeth T. - (9) 361
 Spooner, Fred - (8) 322
 Spradley, James P. - (9) 46
 St. Peter, Susan - (9) 280, 282, 283; (7) 337
 Stainback, Susan - (9) 232; (7) 245, 271, 276, 277
 Stainback, William - (9) 232; (7) 245, 271, 276, 277
 Stake, Robert E. - (9) 157; (7) 266
 Stallard, Debbie - (8) 267
 Staples, Amy - (7) 309
 Stark, Lori J. - (9) 195
 Starr, Jack - (7) 77
 Staub, Debbie - (9) 241; (8) 314
 Stawar, Terry L. - (8) 220
 Steele, Pat - (8) 269; (7) 146
 Steere, Daniel E. - (8) 303; (7) 114, 317
 Steidle, Ernest F. - (8) 114
 Stein, Eric - (7) 103
 Stenzel, Norman - (9) 171
 Stepp, Adelaide A. - (8) 112
Stern, David - (10) 117
 Stevens, Kay B. - (8) 349
 Stevens, Margo L. - (8) 335
 Stevenson, Thea - (9) 244
 Stewart, Arlene C. - (8) 48
 Stewart, Debra - (7) 210
 Stineman, R. M. - (9) 197; (8) 249
 Stoddard, Susan - (8) 187
 Stodden, Robert A. - (9) 5, 87, 159, 243, 309; (8) 203
 Stolte, Kristin - (9) 302
 Stolzman, Lynda - (8) 40
Stone, James R., III - (10) 117
 Stoneman, Zolinda - (9) 265
 Storey, Keith - (9) 220; (8) 22; (7) 12, 204, 335, 356
 Storms, Jane - (8) 32, 266
 Stowitschek, Joseph J. - (8) 17; (7) 77, 137, 193
 Straiton, D. Madison - (9) 192
 Strang, Lynn - (8) 269; (7) 146
 Strathe, Marlene - (7) 371
 Strickland, Bonnie B. - (8) 136
 Struening, Elmer - (7) 290
 Stump, Robert T. - (7) 239
 Suarez, Tanya M. - (9) 167
 Sullivan, Ruth C. - (9) 127
 Sulzer-Azaroff, Beth - (8) 100
Sures, Michelle - (10) 8; (9) 23
 Sutton, Evelyn - (8) 107
 Svorai, Susan Braun - (8) 15, 189

Swain, John - (8) 215
 Szymanski, Edna Mora - (10) 118;
 (9) 122; (8) 55, 87; (7) 29, 44, 46, 192,
 285, 312

-T-

Tacoma Public Schools - (9) 174
 Tappe, Phyllis - (7) 151
 Tashie, Carol - (10) 123, 124
 Task Force on Program Effectiveness in
 Special Education - (8) 147
 Tate, Denise G. - (8) 320
 Taylor, Humphrey - (8) 141
 Taylor, Steve - (9) 203
 Taylor, Steven J. - (8) 7; (7) 125, 198,
 222, 223, 225
 Taymans, Juliana M. - (8) 173
 TeleSensory Corporation - (9) 101
 Terhaar-Yonkers, Marge - (8) 73
 Test, David W. - (10) 69; (8) 336, 342;
 (7) 15, 55
 The Arc - (9) 29
 The Study Group (Germantown, MD)
 - (10) 4
 Thomas, Glenn - (9) 131
 Thomas, Kenneth R. - (8) 23; (7) 28
 Thomas, Stephen W. - (7) 8
 Thomas, Teresa Donaldson - (9) 131
 Thompson, Anne R. (Rutledge) - (10) 73,
 98, 100, 101, 102; (9) 51, 84
 Thompson, James R. - (9) 302
 Thompson, Lyke - (8) 306
 Thompson, Sandra J. - (9) 302
 Thorin, Elizabeth J. - (8) 252; (7) 372
 Thornton, Craig - (7) 320
 Thornton, Tracie - (10) 55
 Thousand, Jacqueline S. - (7) 276, 349
 Thurlow, Martha L. - (10) 135; (9) 3, 16,
 132, 278, 286, 287, 288, 289, 290, 291,
 293; (8) 76, 142, 216, 294, 305, 355,
 362; (7) 257
 Thvedt, John E. - (7) 195
 Tilson, George P., Jr. - (10) 12; (9) 310
 Tindall, Lloyd W. - (8) 209
 Todd, Anne W. - (8) 307

Tomiyasu, Yoshikazu - (9) 321
 Tomlan, Patricia S. - (7) 85
 Toms Barker, Linda - (9) 189
 Toole, Jean - (7) 374
 Trach, John S. - (7) 53, 217, 314
 Trapani, Catherine - (7) 5
 Traustadottir, Rannveig - (7) 97
 Treeful, Patricia - (8) 11
 Trochim, William M. K. - (7) 246, 274,
 275
 Tse, John W. L. - (7) 194
 Tu, Jho-Ju - (8) 366
 Tulbert, Beth L. - (9) 245
 Turnbull, Ann P. - (8) 136, 253; (7) 216
 Turnbull, H. Rutherford, III - (8) 249;
 (7) 216
 Turner, Ed - (9) 320
 Turner, Kimberley A. - (10) 11
 Turner, William L. - (10) 77
 Tutty, Leslie M. - (8) 144
 Twardzik, Gary - (7) 343
 Twentieth Century Fund Task Force on
 Federal Elementary and Secondary
 Education Policy - (7) 280

-U-

Udvari-Solner, Alice - (7) 131, 179
 Unger, Darlene - (10) 55
 Unger, Karen V. - (9) 193, 359; (7) 259
 University of Arizona, Department of
 Special Education and Rehabilitation
 - (8) 245
 University of Arkansas at Little Rock
 - (10) 172
 University of Illinois, Department of
 Journalism - (9) 95
 University of Minnesota, Career
 Connections, Disability Services
 - (9) 83
 University of Minnesota, Institute on
 Community Integration (SEE Institute
 on Community Integration)
 University of Washington - (7) 173
 U.S. Department of Education - (7) 62,
 232

**U.S. Department of Education, Office of
Special Education and Rehabilitative
Services, Division of Innovation and
Development, Office of Special
Education Programs - (10) 16; (9) 43;
(8) 98, 99**

**U.S. Department of Education, OERI
- (10) 89**

U.S. Department of Justice - (9) 115

U.S. Department of Labor - (7) 232

**U.S. Department of Labor. Secretary's
Commission on Achieving Necessary
Skills - (7) 190**

**U.S. Equal Employment Opportunity
Commission - (9) 115**

Usdane, Mark - (9) 12

Utley, Bonnie L. - (7) 183

-V-

Valdes, Kathryn - (10) 82; (9) 66

**Valencia Community College Center for
Assessment and Training - (8) 149**

Vallecora, Ada L. - (8) 54

Valluzzi, Janet - (9) 32

Van Deventer, Pat - (7) 131

**Van Reusen, Anthony K. - (10) 51;
(9) 121, 135**

VanCovern, Deborah L. - (9) 133

**Vandercook, Terri L. - (9) 236; (8) 92;
(7) 206**

Vandergoot, David - (7) 68

Vash, Carolyn L. - (7) 327

**Vaughn, Sharon - (9) 137, 317; (8) 300,
301; (7) 120**

**Vermont State Department of
Education, Special and Compensatory
Education - (9) 75**

Verstegen, Dale - (8) 285

Villa, Richard A. - (7) 276

Vincent, Paula - (7) 146

**Virginia Commonwealth University,
Rehabilitation Research & Training
Center - (7) 145**

Vogel, Susan A. - (8) 106, 151

-W-

Wacker, David - (7) 90

Wade, Kathy - (10) 100

**Wagner, Mary - (10) 81, 83, 85, 86;
(9) 209; (8) 6, 59, 60, 61, 62, 63, 65, 67,
207**

Walker, Martha Lentz - (8) 84; (7) 242

Walker, Pamela - (8) 7; (7) 208

Walker, Sylvia - (10) 11; (8) 159

Wall, Charles C. - (8) 9

Wallace, Ben F. - (10) 34; (9) 20

Wallace, Teri - (10) 150; (8) 274

**Walls, Richard T. - (10) 119; (7) 172,
195**

Walsh, Dale - (8) 125

Wang, Margaret C. - (8) 3

Ward, Michael J. - (10) 146; (7) 20

Warger, Cynthia L. - (7) 132

Warick, Ruth - (10) 44, 45

Warren, Sandra Hopfengardner - (8) 180

Warren, Steven F. - (8) 210

Watson, Albert L. - (8) 160

Waxman, Michele - (7) 143

Wechsler, Marjorie - (10) 82

Wehby, Joseph H. - (7) 339

**Wehman, Paul - (10) 52, 108; (9) 175;
(8) 4, 5, 14, 214, 230, 292; (7) 10, 21**

**Wehmeyer, Michael L. - (10) 153, 154;
(9) 71, 72, 73, 74, 85, 259; (8) 279**

Weiner, Bill - (7) 88

Weiner, Howard R. - (9) 138

Weiner, Roberta - (7) 118

Weisenstein, Greg R. - (7) 77, 137

Weissman, Carol Sacker - (7) 316

Weissman, Lina - (7) 103

Welch, Olga M. - (9) 114

Weller, Carol - (7) 9

Wenig, Bonnie - (9) 266

Wentling, Tim L. - (9) 161

Wenzel, Victoria - (7) 68

**Wermuth, Thomas (Tom) R. - (10) 173;
(9) 21; (8) 30, 129, 277, 367; (7) 117,
213, 220**

**West, Michael D. - (10) 55, 91; (8) 357;
(7) 235, 370**

West, Jane - (7) 124
 West, Lynda L. - (7) 379
**West Virginia Statewide Transition
 Systems Change Project - (10) 147**
**Western Regional Resource Center
 - (10) 130**
 Weyer, Tim - (9) 134
 Wheeler, Jill D. - (7) 51
 Wheeler, John J. - (9) 239; (8) 289;
 (7) 355
 White, Deborah - (7) 159
 White, Jo Ann - (8) 338
White, Karl R. - (10) 63
 White, Keith - (9) 10
 White, Stephen - (8) 171; (7) 304
 White, Thomas G. - (8) 229
 Whitehead, Claude - (7) 33, 174
Wiess, Melissa - (10) 104
 Wilcox, Barbara - (8) 222, 224; (7) 4, 155
 Wilcox, Libby P. - (8) 48
 Wilgosh, Lorraine - (7) 209
 Will, Madeleine - (8) 257
**William T. Grant Foundation
 Commission on Work, Family and
 Citizenship - (7) 92**
 Williams, Bernice - (7) 119
 Williams, Gladys A. - (7) 218
 Williams, Martha - (8) 40
 Williams, Michael L. - (7) 63
 Williams, Wes - (8) 358; (7) 349
Williams-Reeb, Renee - (10) 92
 Williamson, Celia - (9) 13, 125
 Williamson, Kris Strom - (8) 204
 Willigan, Barbara A. - (8) 193
 Willis, Thomas J. - (9) 124
 Wilson, Philip G. - (7) 67, 101, 291
 Winking, Deborah L. - (8) 270
 Winter, Gene M. - (8) 205
 Winterling, Vincent - (7) 353
 Wisniewski, Lech - (9) 60
 Wobschall, Rachel - (9) 325
 Wolery, Mark - (8) 174, 175; (7) 248, 353
 Wolf, Jessica - (8) 232
 Wolf, Joan S. - (8) 119
Wolfe, Pamela S. - (10) 57; (9) 230
 Wolffe, Karen - (7) 187

Wolford, Bruce - (7) 66
 Wolman, Clara - (9) 16; (8) 76
 Wong, Daniel W. - (7) 283
 Wood, Robin - (8) 303; (7) 317
 Woodrick, William E. - (9) 334
 Woodward, John - (8) 356; (7) 366
 Woolcock, William W. - (9) 76
**WorkAbility Program, Metropolitan
 Community Colleges - (9) 348**
 World Institute on Disability - (9) 99
 World Interdependence Fund - (9) 100
 Worthen, Blaine R. - (9) 155
 Wozniak, Thom - (7) 151
 Wright, Tennyson J. - (8) 162
 Wurf, Nicholas - (8) 141
 Wyatt, Diana - (9) 64
Wysong, Natalie - (10) 131, 132, 133

-X-

Xin, Fu - (10) 145

-Y-

Yan, Xiaoyan - (9) 268
 Yancey, Glen - (8) 251
Yell, Mitchell L. - (10) 136
 Yelmokas, Ann M. - (7) 259
 Yin, Robert K. - (9) 160
 Yoe, James - (9) 276
 York, Jennifer - (9) 236
York Technical College - (10) 36
 Young, Mary Ellen - (9) 149, 303
**Ysseldyke, James E. - (10) 135; (9) 3,
 222, 286, 287, 288, 289, 290, 293;
 (8) 216, 294, 305, 355**
 Yuan, Susan - (9) 270; (7) 180

-Z-

Zane, Thomas - (7) 195
 Zeph, Lucille - (8) 311
 Zetlin, Andrea G. - (8) 94
 Zheng, Ping - (7) 213
 Zhu, Ming - (8) 357
 Zhu, Yilin - (7) 263, 264

Ziegler, Martha - (10) 20
Zigler, Richard - (7) 130
Zimbler, Linda - (8) 31
Zimmerman, George J. - (7) 189
Zingo, Joe - (8) 316
Zionts, Paul - (8) 52
Zivolich, Steven - (7) 150
Zubrick, Stephen - (8) 345

**INTEGRATED MASTER DESCRIPTOR INDEX
VOLUMES 7-10**

-A-

The ABC Model - (7) 31
Access to employment - (10) 121; (9) 80
Accessibility - (8) 295
Accident prevention - (8) 102, 175;
(7) 243, 244
Accommodations - (10) 15, 31, 48;
(9) 28, 83, 275, 322, 323, 324, 327, 349;
(7) 186
Adaptability Model - (7) 55
Adaptive behavior - (8) 338
Adaptive driver training - (9) 40
Adaptive education - (8) 3
Adaptive technology - (9) 101
Adjudicated youths - (7) 87
Adolescence - (9) 254; (8) 154, 212
Adult services - (8) 253, 255
Adults - (9) 180
Advocacy - (9) 47; (8) 215
African-Americans - (9) 70; (8) 162
Alfred Einstein College of Medicine
- (8) 184
America 2000 - (8) 110; (7) 92, 190
Americans with Disabilities Act (ADA)
of 1990 - (10) 25, 27, 28, 29, 30, 32, 57,
73, 99, 148, 149; (9) 42, 47, 81, 95, 97,
99, 115, 117, 319, 320, 321, 323, 324,
325, 327, 335; (8) 214, 218, 319; (7) 13,
124, 200, 233, 241, 305
Anthropology - (8) 183
Apprenticeships - (10) 155
Arizona - (10) 33; (8) 11, 19, 135
Arkansas - (10) 158, 159, 160, 161, 163,
164, 165, 172; (9) 49; (8) 167
Assessment techniques - (10) 42, 62, 70,
177; (9) 111, 138, 153, 172, 220, 326;
(8) 25, 50, 72, 139, 178, 230, 289, 298,
299; (7) 3, 5, 6, 32, 72, 183, 189, 195,
242, 355, 357

Assistive technology - (10) 37; (9) 103,
117, 325, 326, 358; (8) 166; (7) 235,
236, 237, 322
ATOC Project - (10) 37
Attention Deficit Disorder (ADD)
- (7) 63
Attitudes - (10) 140; (9) 117, 223, 230;
(8) 133, 141, 176, 226, 280, 300, 317,
328; (7) 138, 350, 359, 362, 367
Attribution training - (9) 36
Augmentative communication - (9) 118;
(7) 239
Australia - (8) 176
Autism - (10) 76, 144; (9) 62, 63, 112,
123, 124, 126, 127, 128, 129; (8) 52
Autonomy - (8) 173
Aversive techniques - (9) 211

-B-

Barriers - (10) 160; (9) 187, 318, 356;
(8) 215, 293, 310, 357, 364; (7) 70, 94,
188, 227, 331
BART (Business Accommodation
Response Team) - (9) 323
Behavior analysis - (7) 219
Behavior disorders - (9) 195, 212, 213;
(8) 53; (7) 65, 66, 78, 98, 103, 120
Behavior modification - (10) 55, 56;
(9) 126, 195, 313; (8) 271, 349; (7) 50,
303
Benefits - (8) 82
BEST (Brevard's Exceptional Students in
Transition) - (9) 306; (8) 140
Best practices - (10) 67, 116, 176; (8) 5,
38, 40, 93, 148, 156, 210, 222, 283;
(7) 349
Bilingual special education - (9) 112
Bridges...from School to Work Project
- (9) 310
Bridges to Success - (9) 197

Bridges Transition Model - (10) 107
BUILDING Project - (9) 37
Business Advisory Councils (BAC's)
 - (8) 168
Business and industry - (10) 57; (8) 134;
 (7) 166

-C-

California - (10) 9, 64, 95, 96, 97, 104;
 (9) 2, 329, 336, 337, 344; (8) 9, 18, 213,
 238, 243; (7) 147, 150, 369
Canada - (10) 15, 43, 44, 45; (8) 182;
 (7) 130, 210
Career choices - (9) 117
Career Connections - (10) 120; (9) 82,
 83; (8) 155
Career development - (10) 30, 112, 121,
 131, 132, 133, 160, 175; (9) 65, 72, 82,
 84, 258, 343; (8) 10, 16, 57, 111, 112,
 155, 217; (7) 11, 74, 80, 139, 210, 265,
 270, 391
Career Development Project - (10) 98,
 100, 101, 102
Career Ladder Program - (10) 104;
 (9) 59; (7) 143, 147
Career Orientation and Options Program
 - (9) 94
Career placement - (10) 26, 39
Career planning - (9) 340, 362; (8) 287
Career Success Project - (9) 26
Case law - (10) 74
Case management - (9) 85; (7) 363
Case studies - (10) 60; (9) 21, 55, 108,
 116, 183, 240, 249, 326, 334; (8) 354;
 (7) 28, 148, 230
Center for Computing and Disability
(CCD) - (7) 105
CEO Project - (10) 166
CEP Project - (8) 42
Charged use evaluation - (8) 131
Choice - (10) 138; (9) 259; (8) 267, 270,
 296, 335
Choice-making - (9) 228, 231, 266
Chronic illness - (9) 142; (8) 170, 198,
 228, 364; (7) 386

City Lights School - (10) 106
Civil rights - (7) 328
Classroom behavior - (8) 360
Classroom Climate Scale - (9) 317
Client involvement - (7) 261
Clique analysis - (9) 268
Clubhouse model - (8) 188
Cognitive disabilities - (8) 209
Cognitive-process approach - (8) 80;
 (7) 298
Cognitive skills - (9) 110
College graduates - (8) 151
Colorado - (9) 22; (8) 235; (7) 107, 160,
 161
Communication - (8) 312
Communication disabilities - (9) 200
Communication skills - (8) 340
Community adjustment model - (8) 191
Community colleges - (10) 39, 133;
 (9) 298, 332; (8) 16, 111, 205, 209
Community Employment and Placement
Project (CEPP) - (7) 100
Community Employment Model
(CEM) - (8) 221
Community integration - (10) 17, 42, 50,
 53, 56, 58, 115; (9) 23, 75, 110, 132,
 189, 203, 205, 217, 220, 242, 244, 263,
 265, 276, 278, 313; (8) 2, 7, 14, 18, 20,
 71, 75, 90, 148, 185, 186, 190, 191, 208,
 211, 224, 263, 284, 309, 310, 316, 325,
 335, 338, 340, 361, 362; (7) 71, 178,
 187, 257, 272, 279, 337, 342, 344, 348
Community-based instruction (CBI)
 - (9) 27, 252, 257; (8) 47, 175
Community-based training - (10) 4, 108;
 (9) 230
Community Network Project - (7) 109
Community partnership programs
 - (8) 258
Community Resource Trainer Model
 - (8) 336
Community Transition Center (CTC)
 - (8) 233
Community Transition Team Model
 - (8) 206
COMPETE Program - (8) 189; (7) 240

Competitive employment - (8) 308;
 (7) 193, 194, 241
 Computer-assisted instruction (CAI)
 - (8) 15, 27
 Computer skills - (7) 240
 Computers - (8) 189, 265; (7) 283, 307
 Concept mapping - (9) 170; (8) 137;
 (7) 246, 274
 Congruence - (8) 29
 Connecticut - (9) 69; (8) 232; (7) 140
 Consensus Validation Conference -
 (9) 214, 215
 Consumer involvement - (9) 320; (8) 83
Conversion - (10) 54; (8) 310
 Cooperative education - (7) 388
 Cooperative learning - (8) 92
 Correspondence training - (7) 67
 Cost-benefit analysis - (8) 81, 103, 306,
 341
Cost effectiveness - (10) 178; (7) 320,
 321
Council for Exceptional Children (CEC)
 - (10) 142; (9) 102
 Counseling - (9) 51
 Counseling theory - (8) 57
 Co-worker attitudes - (9) 128, 268
Co-worker involvement - (10) 110,
 (9) 134; (8) 1, 273; (7) 41, 58, 151, 291,
 343, 357
 Co-worker Training and Transition
 Model - (7) 58
Cultural diversity - (10) 3, 145; (9) 100,
 109, 142; (8) 104, 158, 159, 160, 181,
 202, 281, 330, 347, 348
Culturally Competent System of Care
Approach to Service Delivery - (10) 24
Curriculum - (10) 1, 59; (9) 29, 60, 106,
 216, 219, 250, 270, 273, 281, 284, 306;
 (8) 113, 128, 140, 229, 276; (7) 7, 25,
 26, 27, 42, 73, 74, 135, 158, 251, 252,
 271, 278, 379
Curriculum and instruction - (10) 15,
 68, 76; (9) 53, 110, 201; (8) 283
Curriculum-based assessment (CBA)
 - (10) 75; (9) 243; (8) 287

Curriculum-based measurement (CBM)
 - (7) 307

-D-

Data analysis - (10) 16, 83, 84; (9) 92,
 185, 290; (8) 6, 30, 34, 56, 98, 99, 142,
 207, 216, 321, 367
Data collection - (10) 135; (9) 66, 89, 90,
 91; (8) 59, 311
 Database management - (8) 237
Deaf-blindness - (10) 176, 177; (8) 204,
 236, 247
Deafness - (10) 90; (9) 114, 218, 254,
 301, 333, 334, 360
 Decision support system - (7) 172
 Deinstitutionalization - (8) 338; (7) 178
 Delaware - (8) 237; (7) 39
Demographics - (10) 49; (8) 31, 134, 164,
 187; (7) 211
 Denmark - (7) 152
 Developmental disabilities - (9) 85, 207,
 233; (8) 107, 208, 211, 252; (7) 4, 125
 Developmental Disabilities Center of
 Orange County - (7) 150
 Directions for Success - (8) 111
Directories - (10) 34, 43, 46, 97, 101,
 151; (9) 20, 43, 237, 255, 256, 298, 355;
 (8) 193, 366; (7) 382
Disabilities - (10) 125, 135, 151
 Disability awareness - (7) 127, 262
 Disability disclosure - (8) 244
 Dispersed Heterogeneous Placement
 (DHP) Supported Employment Model
 - (9) 98, 328; (8) 269
 Dissemination series articles - (9) 152,
 153, 154, 155, 156, 157, 158, 159, 160,
 161, 162, 163, 164, 165, 166, 167, 168,
 169, 170, 171, 172, 173, 294, 295, 295
 Dropouts - (9) 16, 34, 151; (8) 65, 74,
 354; (7) 107, 364, 379
 Dual sensory impairments - (7) 148, 180,
 185

-E-

Early childhood - (9) 31
Early childhood education - (7) 309
Early intervention - (10) 63
EASE Project - (10) 109, 111
Eastern Washington University Career Opportunities for Students with Disabilities Project - (10) 27, 28, 29, 32
Ecology of the workplace - (7) 203, 209, 268
Education and training - (7) 214
Education for All Handicapped Children Act (EHA; (P.L. 94-142) - (9) 54; (7) 198
Education reform - (9) 39, 57, 140, 238, 315; (7) 115, 154, 169, 191, 250, 273, 280, 281, 282
Education-work relationships - (8) 89, 132, 179, 229; (7) 115, 232
Educational statistics - (9) 261, 262
Educational placement - (8) 314
Educational reform - (8) 79, 148, 180
Elementary education - (8) 304; (7) 139
Emotional disabilities (emotional disorders) - (8) 53, 241; (7) 26, 182
Employee attitudes - (9) 322
Employee Assistance Program for Persons with Disabilities - (8) 331
Employee attitudes - (9) 321, 322, 324; (8) 122; (7) 301, 341
Employer involvement - (10) 12, 121; (9) 17, 33, 35, 80, 125, 191, 192, 310, 323; (8) 167, 282, 319; (7) 57, 89, 153, 209, 244, 287, 332
Employment - (10) 30, 113; (9) 141, 269, 331; (8) 8, 36, 37, 240
Employment options - (7) 33
Employment outcomes - (7) 30
Employment programs - (7) 122, 123
Employment specialists - (8) 88; (7) 134
Employment statistics - (8) 187
Employment testing - (8) 333
Empowerment - (9) 175, 190; (8) 20, 21; (7) 326, 327, 328, 370
Empowerment evaluation - (9) 294

Enabling Futures Project - (9) 270
Enclaves - (7) 185
Estate planning - (9) 353
Ethics - (10) 114
Ethnographic interview - (9) 46
Ethnography - (8) 182, 260, 261, 283
Evaluation - (8) 54
Evaluation technical assistance - (7) 60
Exercise - (7) 259
Extended school year - (9) 60

-F-

F.A.T. (Frustration, Anxiety, Tension) City - (8) 264
Facility conversion - (10) 66
Faculty - (8) 133
Faculty attitudes - (8) 172, 278
Faculty handbook - (10) 172
Faculty involvement - (10) 31
Fair Labor Standards Act (FLSA) - (10) 4; (9) 242; (8) 89; (7) 202
Family involvement - (10) 22, 35, 38; (9) 1, 37, 77, 356; (8) 1, 90, 116, 192, 248, 249, 251, 252; (7) 99, 108, 180, 372
Family stress - (9) 207
Federal legislation - (9) 300, 305, 358; (8) 129, 217, 275, 292, 333; (7) 220, 231
Final reports - (10) 26, 35, 36, 37, 38, 39, 95, 98, 104, 105, 106, 107, 108, 111, 158, 164, 171, 175; (9) 1, 2, 5, 6, 14, 18, 22, 24, 26, 27, 29, 30, 33, 34, 37, 56, 64, 75, 76, 105, 152, 157, 174, 197, 280, 328, 329, 332; (8) 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 42, 43, 44, 46, 47, 48, 49, 50, 131, 132, 135, 196, 197, 206, 221, 225, 233, 234, 235, 237; (7) 11, 14, 15, 16, 17, 18, 19, 23, 24, 39, 40, 43, 59, 61, 69, 75, 77, 78, 79, 80, 81, 82, 83, 84, 86, 87, 88, 89, 90, 103, 104, 105, 106, 107, 109, 119, 155, 156, 157, 158
Financial aid - (9) 363
Fine arts - (9) 18, 86
Florida - (9) 24, 52, 65, 245, 306; (8) 140, 219; (7) 17, 272
Focus groups - (9) 130

Follow-up studies - (10) 19, 113, 115, 179; (9) 4, 5, 15, 24, 52, 69, 173, 176, 208, 248, 269, 278, 279, 302, 303, 314, 329; (8) 13, 34, 46, 62, 70, 76, 109, 119, 124, 130, 131, 190, 196, 199, 206, 234, 235, 237, 297, 324, 344, 352; (7) 147, 272, 289, 302, 334, 345, 346, 360, 374, 389

Food service - (10) 157

Forecasting - (10) 142

Friendship - (9) 263, 316; (8) 94, 211, 321, 339

Functional skills - (9) 277

Funding - (7) 264

Futures planning - (10) 35

-G-

Gender (gender issues) - (9) 248, 331, 350; (8) 67

General-case instruction - (9) 199

General case programming - (8) 312

Generalization (generalizability)
- (8) 120, 288; (7) 142, 206, 292, 313, 324

Georgia - (9) 6

Goal setting - (7) 141

Goals 2000 - (10) 103

Grading - (9) 38; (8) 346

Great Britain - (8) 215

Group instruction - (8) 101

Guatemala - (7) 331

Guidebook - (9) 115

-H-

Handbooks - (8) 152

Hawaii - (9) 5, 76, 77, 78, 79, 87, 88, 89, 90, 91

Health care (health care services)
- (10) 125, 168; (8) 198; (7) 224

Healthy Living Program - (9) 2

Hearing impairments - (10) 33, 44, 137; (9) 67, 246, 300, 333, 334, 360; (8) 193

High school - (7) 127

Hispanics - (8) 68, 158, 161, 290, 326

HIV/AIDS - (9) 275; (8) 323

Home-based support - (8) 186

Hong Kong - (7) 194

Horizons Program - (9) 336, 337, 344

Human services - (10) 18, 22, 82, 151, 178; (8) 5, 75, 97, 157, 164, 193, 291, 296, 330; (7) 66, 158

Humor - (8) 343

-I-

I PLAN program - (9) 135

IDEA (Education of the Handicapped Act Amendments of 1990) - (7) 201

Illinois - (10) 173; (9) 37, 94, 96, 196; (8) 81, 103, 181, 258, 259; (7) 36, 40, 53, 101, 217

Incarcerated youth - (9) 183

Inclusion (or full inclusion) - (10) 88, 91, 123, 124, 140, 141, 145; (9) 55, 57, 61, 96, 100, 116, 140, 202, 232, 236, 252, 263, 315; (8) 2, 92, 142, 170, 176, 177, 239, 260, 300, 301, 314, 316, 345, 351, 353; (7) 205

Inclusive education - (7) 245, 271, 276, 277

Income - (7) 310

Independent living - (9) 62, 99, 119, 198, 208, 221, 277; (8) 25, 26, 38, 298, 299, 307, 320, 367; (7) 40, 195, 207, 221, 254, 260

Independent living center (ILC) model
- (7) 264

Independent living programs (ILP) - (7) 263

Independent living skills - (9) 244, 246, 312

Index - (7) 383

Indiana - (8) 221, 222, 224; (7) 155

Indicators - (9) 287, 288, 289; (8) 147

Individual Education Plan/

Individualized education program (IEP) - (10) 51; (9) 48, 54, 68, 121, 135, 137, 250, 293; (8) 17, 91, 136, 150, 277, 337

Individualized habilitation plan (IHP)
 - (10) 128
Individuals with Disabilities Education Act (IDEA) - (10) 16, 25, 74; (9) 48, 102, 225; (8) 98, 99, 150
Information systems - (7) 123
Informed consent - (9) 226
Innovative Placement Program - (7) 68
Instruction (instructional methods)
 - (8) 307; (7) 248
Integration - (7) 1, 3
Interagency cooperation - (10) 130; (9) 7, 69, 80, 93, 174, 224, 339; (8) 15, 44, 53, 58, 236; (7) 39, 84, 94, 146, 166, 333
Interdisciplinary involvement - (9) 31
Intermediate Care Facilities - (9) 226
Interrater reliability - (10) 71
Intervention research - (7) 208
Interview skills - (10) 102
Interview techniques - (9) 46; (8) 138
Inventory for Client and Agency Planning (ICAP) - (7) 257
Invisible disabilities - (9) 117
Iowa - (9) 98, 248, 328; (8) 344; (7) 90, 91, 146, 345
Iowa Transition Initiative - (10) 152, 153, 154
Israel - (8) 27
"It's My Life" Project - (9) 345

-J-

Japan - (7) 171
Javits-Wagner-O'Day Program (JWOD)
 - (9) 15; (7) 163
Job Accommodation Network (JAN)
 - (9) 322
Job coaching/job coaches - (9) 211, 249; (8) 41, 127; (7) 48, 51, 133
Job development - (9) 206, 239; (8) 104, 222, 267, 285; (7) 134, 336, 341
Job fairs - (9) 49; (8) 167; (7) 170
Job matching - (9) 142; (8) 270; (7) 145, 226, 283

Job placement - (10) 12, 41, 144, 163; (9) 28, 206, 274, 362; (8) 166, 171, 267, 272, 363; (7) 25, 27, 68, 74, 119, 253
Job retention - (9) 123, 125, 210, 274; (8) 231; (7) 25, 27, 209, 294
Job satisfaction - (8) 308, 327, 342
Job search (job seeking) skills - (10) 29, 73, 100; (9) 50
Job skills - (8) 222
Job training - (8) 189
Journal analysis - (8) 322

-K-

Kansas - (9) 197; (8) 167, 234
Kentucky - (9) 27; (8) 13; (7) 174
Kurator model - (7) 152

-L-

Labor market - (7) 232
Labor unions - (7) 33
Ladders to Success Project - (8) 165
LD Transition Project - (9) 104; (7) 177, 215, 230
LD-TALENTS - (7) 106
Learn and Earn Program - (9) 56
Learning disabilities (Specific learning disabilities) - (10) 36, 51, 59, 60, 61; (9) 21, 56, 104, 120, 121, 136, 175, 176, 177, 178, 179, 180, 181, 182, 201, 227, 237, 258, 267, 273, 317; (8) 10, 16, 19, 28, 48, 60, 64, 105, 106, 109, 111, 112, 113, 114, 119, 121, 130, 151, 156, 157, 173, 178, 189, 205, 209, 226, 233, 264, 277, 290, 317, 318, 333, 354, 356; (7) 5, 9, 11, 40, 42, 59, 73, 74, 77, 79, 80, 81, 85, 86, 106, 120, 129, 141, 142, 156, 157, 158, 162, 177, 196, 197, 215, 229, 230, 251, 252, 254, 267, 269, 334, 364, 365, 366, 385, 391
Least restrictive environment (LRE)
 - (10) 74, 136; (9) 225, 234; (8) 311; (7) 198, 225
Legal issues - (10) 127
Legislation - (10) 127; (7) 118

Leisure and recreation/leisure skills
 - (10) 65; (9) 223, 228; (7) 206
Life Centered Career Education
 Curriculum - (9) 74
Lifestyle Development Process (LDP)
 - (8) 309
Literacy - (7) 156
Literature reviews - (10) 2, 45, 46, 57, 63, 75, 120, 133; (9) 16, 19, 82, 139, 178, 186, 233, 282, 283, 342; (8) 22, 79, 93, 116, 174, 194, 228, 268, 314, 365; (7) 71, 97, 98, 162, 204, 228, 270, 346, 351, 384
Litigation - (10) 136
LOGIC Project - (7) 75, 76
Loneliness - (7) 218

-M-

M-FIRST project - (9) 32
Madison Vocational Evaluation
 Strategy - (7) 131
Maine - (7) 89
Mainstreaming - (9) 227, 254; (8) 73; (7) 65, 130, 179
Making Action Plans (MAPS) - (9) 271, 272
Marriott Foundation - (10) 107
Maryland - (8) 96; (7) 14, 286
Massachusetts - (10) 105; (9) 299, 341; (8) 172, 278; (7) 61, 254
Mathematics/math - (9) 201, 293; (7) 81
McGill Action Planning System (MAPS) - (9) 236
Meal preparation - (7) 303
Mental retardation - (8) 138, 210
Mentors - (10) 162; (8) 155; (7) 43
Medically fragile children - (9) 32
Mental health centers - (9) 253
Mental retardation - (9) 132, 223, 226, 234, 251, 252
Michigan - (9) 28, 280; (7) 88
Microcomputer Evaluation Screening & Assessment (MESA) - (7) 32
Microcomputers - (7) 145
Mild brain injury - (7) 329

Mild disabilities - (9) 59, 253; (8) 12, 50, 94, 197, 273, 352; (7) 7, 132, 136, 143, 151, 176, 207, 218, 323, 361
Mild mental retardation - (8) 293; (7) 347
Milestone Reinforcer Survey - (9) 217
Minimum competency testing - (7) 144
Minnesota - (10) 109, 111, 175; (9) 1, 7, 83, 104, 222, 340; (8) 50, 51; (7) 79, 175, 177
Minorities - (10) 11, 24, 77, 106; (7) 101, 103
Mississippi - (10) 98, 100, 101, 102; (9) 14; (7) 82
Missouri - (10) 148, 166, 171
Model demonstration programs
 - (9) 152, 156, 157, 158, 159, 160, 161, 164, 165, 166, 167, 168, 169, 171, 173; (7) 325
Model programs - (10) 2, 34, 150; (9) 19, 20, 41, 43, 103, 215, 245, 295, 304, 307; (8) 115, 126, 156, 274, 365, 366; (7) 60, 70, 93, 94, 95, 96, 117, 381, 382, 384
Moderate disabilities - (8) 197
Moderate mental retardation - (8) 337; (7) 67
Monetary skills - (7) 176
Montana - (9) 64; (8) 225, 227; (7) 304
Motivation Assessment Scale (MAS)
 - (10) 71
Multicultural education - (10) 70; (7) 199
Multifaceted Lifestyle Satisfaction Scale (MLSS) - (9) 311
Multiple disabilities - (7) 2, 102, 369

-N-

National Agenda - (10) 103
National Longitudinal Transition Study (NLTS) - (10) 72, 79, 80, 81, 82, 83, 84, 85, 86, 87; (9) 66, 198; (8) 6, 8, 30, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 207
National Parent Network on Disabilities (NPND) - (10) 23
National standards - (7) 154

National Technical Assistance Projects

- (7) 54
- Native Americans - (9) 10, 14; (8) 163, 329, 332
- Natural supports - (10) 8, 18, 41, 48, 58; (9) 23, 79, 116, 197, 249; (8) 1, 43, 88, 100, 185, 242, 273, 282; (7) 97, 288
- Nebraska - (7) 106
- Needs assessment - (10) 21, 82; (8) 114; (7) 162
- Neighborhood Living Project (NLP) - (7) 344
- New Hampshire - (10) 123, 124; (8) 34, 43, 46
- New Jersey - (7) 23, 43
- New Mexico - (9) 105, 106, 107, 108, 109; (8) 49
- New York - (10) 37, 88; (9) 30, 56, 67, 335; (8) 15, 197, 265, 328, 351; (7) 11, 81, 86, 87, 105, 156, 158, 240
- North Carolina - (8) 16, 47, 48; (7) 15

-O-

- O&M (Orientation and mobility) skills - (7) 189
- Ohio - (9) 33, 35; (7) 18, 84, 157
- Oklahoma - (8) 12
- Older adults - (8) 107, 190; (7) 258
- On-the-job training - (9) 306
- Open enrollment - (9) 222; (8) 355
- Oregon - (8) 206; (7) 19, 54, 83, 109, 358
- OSERS (Office of Special Education and Rehabilitative Services) - (9) 43
- Outcomes of education - (10) 9, 13, 50, 80, 85, 103, 122; (9) 3, 4, 5, 41, 92, 141, 185, 202, 209, 214, 221, 260, 285, 286, 287, 288, 289, 290, 291, 292, 297, 308; (8) 6, 8, 63, 66, 72, 76, 115, 137, 151, 203, 207, 216, 276, 279, 294, 305, 359, 367; (7) 34, 143, 160, 161, 188, 190, 192, 197, 205, 213, 247, 254, 269, 284, 380, 390

-P-

- The Pact Vocational Model - (7) 35
- Parent attitudes - (9) 235, 308; (8) 69, 254; (7) 178, 180, 371
- Parent involvement - (10) 3, 5, 20, 21, 96, 150, 177; (9) 30, 31, 36, 44, 70, 137, 204, 216, 218, 338, 352, 353; (8) 52, 62, 95, 104, 123, 152, 194, 204, 223, 250, 253, 254, 256, 274, 281; (7) 76, 181, 221, 222, 223, 224, 225, 249, 378
- Participatory action research (PAR) - (8) 248
- Participatory research - (7) 216
- Pathways to Satisfaction Program - (9) 21
- Peer involvement - (10) 156; (8) 100, 286; (7) 393
- Peer mentors - (9) 341
- Pennsylvania - (8) 10, 44, 45; (7) 78
- Personal autonomy - (8) 257
- Personal Independence Profile (PIP) - (8) 26
- Personnel preparation - (10) 47, 64, 146; (9) 13, 81, 155, 214, 229; (8) 28, 55, 58, 83, 85, 86, 127, 128, 159, 160, 181, 213, 351; (7) 1, 26, 29, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 121, 175, 285, 286, 309, 318, 368
- Physical disabilities - (9) 97; (8) 35, 48; (7) 2, 34, 49, 102, 210, 234, 235, 236, 237, 290
- PLUS Program - (7) 157
- Policy analysis - (10) 13, 17, 20, 44, 52, 103, 125, 129, 139, 145, 149; (9) 12, 38, 61, 73, 102, 114, 140, 141, 145, 184, 188, 225, 227, 286, 291, 305, 309, 319, 357; (8) 1, 32, 33, 77, 78, 84, 91, 93, 134, 142, 157, 266, 292, 294, 311, 318, 334, 355; (7) 31, 62, 118, 124, 144, 169, 182, 192, 199, 214, 266, 273, 299, 335, 354, 375
- Policy research - (8) 105
- Portfolio assessment - (9) 295

Postsecondary education - (10) 26, 27, 28, 29, 31, 32, 36, 39, 43, 45, 59, 73, 79, 90, 98, 99, 102, 109, 111, 120, 121, 131, 132, 134, 155, 156, 158, 159, 160, 161, 163, 166; (9) 51, 56, 65, 67, 81, 83, 84, 94, 104, 120, 182, 193, 260, 299, 307, 332, 333, 334, 342, 348, 349, 359, 360, 361, 362, 363; (8) 9, 31, 48, 51, 56, 72, 106, 113, 121, 124, 149, 155, 172, 178, 188, 197, 199, 243, 244, 278, 343, 357; (7) 17, 19, 34, 42, 52, 59, 69, 73, 74, 79, 81, 93, 95, 129, 157, 177, 192, 196, 230, 270, 284, 385

Prevention - (9) 144

Preventive education - (8) 95

Problem behavior - (7) 208

Problem-solving - (8) 102, 299, 356; (7) 38, 243

Productive Youth in the Community (PYC) Project - (9) 22; (8) 241

Productivity - (7) 171, 190

Productivity Environmental Preference Survey - (8) 220

Program development - (10) 6, 8, 10, 11, 13, 14, 18, 47, 48, 52, 58, 88, 89, 117, 126, 131, 132, 134, 141, 142, 144, 146, 152, 153, 154, 159, 162; (9) 3, 10, 32, 51, 57, 58, 59, 83, 88, 90, 91, 112, 113, 116, 119, 120, 132, 133, 153, 189, 192, 194, 203, 206, 231, 236, 239, 259, 260, 266, 274, 284, 302, 304, 312, 339, 347, 361; (8) 3, 4, 40, 41, 53, 57, 76, 77, 85, 121, 136, 292, 303, 325, 331, 335, 348, 358, 361, 364; (7) 37, 44, 62, 114, 150, 184, 212, 220, 245, 288, 311, 347, 377, 378, 379

Program evaluation - (10) 9, 16, 86, 119, 128; (9) 11, 41, 45, 52, 154, 155, 156, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 287, 288, 289, 293, 294, 295, 296, 306, 307, 318, 335, 346; (8) 3, 39, 66, 98, 99, 126, 142, 147, 177, 195, 200, 203, 262, 265, 268, 275, 302, 305, 307, 315, 331, 358, 367; (7) 60, 64, 92, 94, 95, 96, 136,

164, 165, 174, 217, 246, 250, 266, 297, 314, 315, 316, 317, 319, 325, 360, 378, 389

Program Evaluation and Review Technique (PERT) - (9) 154

Program implementation - (10) 25, 40, 124, 156, 161, 163; (9) 42, 93, 305, 336, 337, 351; (8) 59, 61, 126, 143, 283; (7) 70, 200

Program planning - (9) 144; (8) 14, 39, 97, 300, 301

Program Quality Indicators - (8) 315

Program Status Report (PSR) - (9) 124

Project ACTIVITY - (8) 11

Project Bridge - (9) 64

Project Career - (10) 158, 159, 160, 161, 162, 163, 169, 170

Project CAREER - (7) 86, 104, 135

Project CHOICES - (9) 96

Project COED - (10) 1, 167

Project Employment - (8) 9, 243

Project Exploration - (8) 112

Project Extra - (8) 50

Project HAPPEN - (7) 59, 159

Project I CAN - (9) 82, 299; (8) 133

Project IMPACT - (8) 12

Project LEAP - (10) 36

Project Life Lab - (8) 219

Project LINK - (7) 43

Project Management/Evaluation Diary - (9) 164

Project NETWORK - (7) 84

Project Origins - (8) 245

Project PARTnership - (9) 18, 86

Project PATH - (9) 30; (7) 388

Project PERT - (7) 69

Project PLACEMENT - (7) 119

Project POWER - (8) 47

Project Pride - (10) 33

Project School to Work - (8) 43

Project SETS - (9) 6

Project SMILE - (8) 19

Project T-QUAL - (8) 135

Project TEST CORE - (7) 88

Project VALE - (7) 87

Project WE CAN - (7) 82

Projects With Industry (PWI) - (8) 165, 168, 169, 327
 PSI (Post-School Indicators) Project - (8) 131
Psychiatric disabilities - (10) 94; (9) 131, 138, 186, 187, 188, 189, 190, 191, 192, 193, 194, 359; (8) 58, 96, 118, 125, 129, 184, 208, 220, 232; (7) 35, 36, 37, 255, 259, 260, 290, 296, 332, 333, 373, 374, 375, 376, 377
 Psychosocial development - (9) 178; (8) 23, 70; (7) 28
 Psychosocial rehabilitation - (8) 144
 Public schools - (7) 280

-Q-

Qualitative evaluation - (9) 168
 Qualitative methods - (8) 255
 Qualitative research - (9) 130; (7) 125
 Quality improvement - (8) 75
 Quality indicators - (9) 58; (8) 200; (7) 149, 213
Quality of life - (10) 115, 179; (9) 24, 208, 231, 259, 276, 311; (8) 7, 96, 182, 202, 214, 291, 294, 296, 313, 358, 359; (7) 4, 37, 64, 110, 111, 112, 113, 140, 207, 338, 390
 Questionnaire construction - (9) 162

-R-

Race - (9) 45
 Reasoning skills - (7) 340
 Recreation and leisure - (8) 20, 92, 261, 284, 289, 324; (7) 337, 342, 377
 Redirection Through Education Program (RTE) - (8) 144
Regular education - (10) 87; (9) 285
 Regular Education Initiative (REI) - (9) 184
 Rehabilitation - (9) 147; (7) 128, 216
 Rehabilitation counseling - (9) 81; (8) 21, 24, 55, 86, 160, 319; (7) 22, 29, 32, 46, 53, 231, 262, 285

Rehabilitation facilities - (7) 13
Replication manual/replication guide - (10) 165; (9) 87
 Research analysis - (9) 88, 127
Research and practice - (10) 78, 129
 Research studies - (9) 25, 62
Research synthesis - (10) 50, 54, 61, 89, 117; (9) 108, 263; (8) 92, 105; (7) 124, 126, 229, 265
 Resident Lifestyle Inventory (RLI) - (7) 113
 Residential care - (9) 198, 205
Residential facilities - (10) 126; (9) 210, 276, 279; (8) 284, 323, 361; (7) 110, 258
 Resource directory - (9) 196; (7) 128
 Resource guide - (9) 341; (8) 153
 Resource utilization - (8) 145
 Respite care - (9) 351
 Response prompting procedures - (7) 248
Restaurants - (10) 112
 Résumé writing - (9) 343
Retention - (10) 79
 Robotics - (7) 238
 RSA regional brain injury centers - (9) 143
 RSA regional head injury centers - (9) 149, 150
 Rural areas - (9) 224, 258; (8) 196, 233; (7) 16, 18, 306, 391

-S-

Sampling techniques - (8) 61
 SATEP - (8) 48
 Satisfaction - (8) 297
School-To-Work Opportunities Act of 1994 - (10) 6, 89
 School restructuring - (7) 276, 277
Secondary education - (10) 72, 81, 86; (9) 136, 240, 241, 247, 269, 281, 312; (8) 60, 73, 74, 78, 82, 94, 120, 259, 262, 276, 280, 304; (7) 4, 7, 25, 27, 96, 136, 137, 347, 352, 366
Secondary special education - (10) 106, 130

Secretary's Commission on Achieving Necessary Skills (SCANS) - (8) 108, 132, 229

Self-advocacy - (10) 10, 46, 51, 59, 153, 154, 169; (9) 50, 73, 117, 136, 146, 175, 259, 264, 270, 320; (8) 244, 246, 250, 258, 357; (7) 223, 226, 255, 323

Self-control training - (9) 63; (7) 279, 295, 313, 351

Self-determination - (10) 33, 95, 146; (9) 18, 25, 29, 68, 71, 72, 73, 74, 85, 86, 105, 106, 107, 108, 109, 121, 122, 135, 200, 203, 214, 219, 264, 270, 280, 281, 282, 283, 284, 336, 337, 344, 345, 348, 350; (8) 87, 88, 242, 279; (7) 260, 311

Self-identity - (9) 232

Self-instruction - (9) 257; (7) 38

Self-management - (9) 233, 234

Self-perception - (7) 300, 308

Senior citizens - (9) 2, 10; (7) 168, 170

Serious (severe) emotional disturbances (SED) - (10) 14, 24, 72, 118; (9) 22; (8) 272

Severe disabilities - (10) 68, 70, 138; (9) 53, 58, 60, 61, 199, 204, 241, 244, 266, 268, 316, 330; (8) 42, 43, 47, 49, 101, 154, 221, 222, 255, 261, 270, 286, 302, 303, 309, 322, 328, 350, 353; (7) 3, 10, 12, 14, 18, 38, 55, 61, 75, 111, 150, 163, 167, 171, 179, 248, 253, 256, 284, 294, 301, 330, 349, 352, 353, 362, 367, 372

Sexuality education - (9) 354

Sheltered employment - (10) 17

Sheltered workshops - (8) 308, 334

SKC ACCESS Program - (8) 225, 227

Skill acquisition - (8) 122, 125

Siblings - (9) 356

Small business - (8) 171

Small group instruction - (8) 174; (7) 353

Social change - (9) 8; (8) 214

Social integration - (9) 17; (8) 22, 64, 73, 154, 182, 290, 309, 313, 343; (7) 108, 109, 110, 111, 112, 113, 258, 350, 352, 356

Social networks - (7) 348

Social Security - (7) 310

Social skills - (10) 59, 110, 139; (9) 125, 139, 181, 195, 241, 268, 273, 317, 354; (8) 27, 28, 80, 104, 123, 231, 260, 282, 360, 363; (7) 12, 27, 43, 72, 73, 78, 80, 132, 142, 151, 187, 193, 206, 219, 222, 251, 252, 278, 291, 292, 298, 302, 324, 339, 343, 392, 393

Social status - (8) 345

Social support systems - (7) 308

Social validation - (8) 302; (7) 56, 204, 256

Social validity - (9) 230

Social Validity Matrix - (10) 69

Sociology of disability - (10) 7

Software - (10) 143, 147

South Carolina - (10) 36

South Dakota - (10) 178

Special education - (10) 16, 49, 62, 81, 87, 103, 114, 122, 127; (9) 3, 4, 16, 34, 36, 38, 39, 103, 151, 183, 184, 185, 209, 216, 219, 222, 238, 285, 314, 315; (8) 33, 54, 76, 78, 79, 98, 99, 139, 143, 147, 148, 173, 174, 180, 195, 260, 266, 276, 279, 280, 305, 347, 348; (7) 1, 20, 118, 126, 137, 144, 173, 191, 192, 226, 247, 339, 340, 362, 367, 371, 380, 389

Spina bifida - (10) 168

Spinal cord injury (SCI) - (9) 303; (8) 320

SPIT program - (10) 174

SSI (Supplemental Security Income) - (7) 167

State education agencies (SEAs) - (8) 195

State surveys - (9) 292, 297

State transition systems - (8) 32

Statistical analysis - (8) 247, 362

STRIVE program - (10) 105

Structured Case Study (SCS) - (7) 247

Structured conceptualization - (7) 275

Student achievement - (9) 111

Student attitudes - (9) 212, 213

Student Empowerment and Employment - (10) 164, 165

Substance abuse - (8) 146

Success - (10) 80, 134, 150; (9) 180, 181, 215, 248; (8) 24, 29, 115, 274, 316; (7) 41, 85, 116, 117, 138, 153, 182, 205, 381
Successful Employment Survey - (7) 359
Supply and demand - (8) 159
Support networks - (8) 255
Support services - (9) 298, 299, 301, 355, 357
Supported education - (10) 94; (9) 359; (8) 188, 201, 232
Supported employment - (10) 40, 41, 52, 53, 54, 55, 66, 69, 91, 110, 150; (9) 6, 12, 17, 98, 113, 123, 124, 126, 133, 163, 211, 239, 328; (8) 4, 18, 22, 35, 42, 49, 77, 81, 82, 84, 85, 87, 96, 102, 103, 128, 184, 185, 194, 201, 238, 269, 271, 274, 285, 288, 306, 310, 334, 336, 341, 342; (7) 2, 10, 12, 14, 15, 21, 22, 23, 24, 41, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 57, 75, 76, 90, 91, 97, 100, 101, 102, 114, 121, 133, 140, 145, 155, 181, 184, 203, 217, 220, 228, 234, 235, 243, 244, 256, 268, 286, 287, 295, 312, 317, 319, 320, 321, 335, 336, 338, 355, 356, 368, 369, 370, 373, 376, 387
Supported Families Research Project - (10) 22
Surveys - (9) 218; (8) 35, 36, 37, 141, 253, 311; (7) 30, 31, 122, 123, 191, 210, 227, 244, 263, 361, 380
Sweden - (7) 37
Systems change - (9) 116, 309, 330; (7) 358

-T-

Task analysis - (10) 138
Task Demonstration Model (TDM) - (8) 101, 350
Task sequencing - (7) 176
Teacher attitudes - (10) 67; (9) 204, 212, 213; (8) 339, 345, 353
Teaching strategies - (8) 210; (7) 120
Technical assistance - (9) 133; (7) 322, 325

Technology - (7) 354, 366
Tennessee - (7) 16
Test taking strategies - (7) 267
Testing and measurement - (8) 108
Texas - (10) 1, 167; (9) 29, 176; (7) 104, 135, 389
Thirteenth Year (13th year) - (9) 26; (8) 11
Three-Stage Transition Model (TSTM) - (8) 121
Thresholds - (7) 36
Time-management instruction - (9) 267
Total quality management (TQM) - (9) 296
TRACES Project - (9) 330
Training delivery systems - (7) 115
Training manual - (9) 340; (7) 76, 100, 110, 130, 134, 146, 159, 173, 181, 221, 222, 223, 224, 225, 249
TRANSACT - (7) 107
Transition - (7) 55, 71, 85, 98, 99, 116, 117, 148, 152, 169, 182, 213, 220, 242, 266, 297, 299, 304, 305, 316, 381, 382, 384, 390
Transition Effectiveness Instrument Survey (TEI) - (7) 149
Transition Employer Network Project - (9) 33, 35
Transition planning - (10) 2, 5, 34, 47, 85, 92, 93, 96, 109, 116, 117, 130, 137, 143, 147, 150, 152, 173, 176; (9) 1, 7, 8, 9, 19, 20, 44, 48, 51, 59, 63, 71, 72, 76, 87, 89, 92, 122, 142, 153, 176, 177, 196, 214, 215, 218, 224, 229, 235, 240, 245, 247, 255, 256, 264, 271, 272, 302, 304, 309, 310, 318, 338, 339, 342, 348, 352, 358; (8) 14, 90, 129, 143, 148, 150, 152, 153, 158, 213, 217, 223, 224, 236, 242, 247, 249, 250, 251, 252, 253, 254, 259, 262, 263, 266, 274, 275, 277, 280, 281, 292, 304, 337, 344, 352, 359, 365, 366; (7) 5, 6, 15, 20, 83, 146, 149, 192, 249, 358
Transition Research Institute bibliographies - (7) 383
Transition services - (7) 361, 363

Transition Services Project - (8) 49
 Transition software - (8) 17
Transition specialists - (10) 64; (7) 175
 Transportation - (9) 40
Traumatic brain injury (TBI) - (10) 65;
 (9) 143, 144, 145, 146, 147, 148, 149,
 150, 346, 347; (8) 23, 47, 70, 183, 189;
 (7) 8, 21, 28, 30, 289
 Tribal colleges - (8) 225, 226, 227

-U-

United States - (9) 261, 262
 University of Massachusetts - (8) 133
 Urban areas - (9) 274; (8) 329; (7) 156
 Utah - (9) 345; (8) 42; (7) 58, 100

-V-

Vermont - (10) 35; (9) 11, 39, 75, 270;
 (8) 131, 239; (7) 24, 349
Video instruction - (10) 76; (7) 392
Video productions - (10) 27, 28, 29, 93,
 174; (9) 49, 68, 70, 77, 78, 79, 94, 95,
 96, 97, 100, 101, 107, 272, 348; (8) 45,
 51, 149, 218, 219, 238, 239, 240, 241,
 242, 243, 244, 245, 246, 264; (7) 42, 91,
 385, 386, 387, 388
Virginia - (10) 108; (9) 177, 321; (7) 52,
 54, 69, 119, 165
 Visual impairments - (9) 10, 342, 361;
 (8) 44, 45, 166; (7) 88, 163, 183, 184,
 186, 187, 188, 189
 Vocational Assessment and Curriculum
 Guide (VACG) - (7) 293
Vocational education - (10) 4; (9) 247;
 (8) 63, 72, 95, 110, 137, 199, 205, 268,
 295, 317; (7) 2, 77, 137, 173, 192, 202,
 306, 340, 362
 Vocational Education to Work Model
 - (7) 137
Vocational evaluation - (10) 42, 129;
 (9) 93, 243, 352; (8) 29, 71, 117; (7) 8,
 9, 131, 203, 228, 253, 261, 268
 Vocational integration - (9) 129

Vocational Integration Index (VII)
 - (8) 230
Vocational Options Project - (10) 108
 Vocational Profile - (7) 234
 Vocational Rating Scale - (7) 256
Vocational rehabilitation - (10) 11, 19,
25, 40, 52, 77, 78, 118, 119; (9) 11, 13,
 25, 131, 148, 179, 182, 186, 187, 188,
 190, 194, 209, 275; (8) 25, 36, 37, 38,
 40, 55, 62, 69, 83, 84, 110, 114, 116,
 117, 118, 145, 146, 161, 162, 163, 168,
 169, 181, 182, 183, 192, 230, 256, 270,
 326, 329, 332; (7) 35, 44, 164, 165, 166,
 168, 172, 211, 212, 231, 233, 236, 237,
 238, 239, 255, 262, 290, 296, 314, 315,
 318, 326, 327, 329, 331, 333, 365, 374,
 375
 Vocational special needs education
 - (8) 317, 346
Vocational training - (10) 105, 167;
 (9) 14, 59, 64, 75, 76, 78, 79, 87, 112,
 134, 242, 251, 274; (8) 71, 80, 100, 113,
 140, 149, 179, 272, 286, 303, 325, 341,
 349; (7) 11, 40, 56, 58, 89, 96, 138, 153,
 174, 183, 202, 254, 293, 298
 Voting rights - (7) 227

-W-

Wages - (10) 112; (9) 210, 331; (8) 306
Washington - (10) 26, 38; (9) 26, 34, 174;
 (8) 17; (7) 75, 77, 80, 173, 181
Washington, DC - (10) 106; (7) 103
Wisconsin - (10) 39; (9) 21; (8) 95, 233,
 295; (7) 29, 35, 59, 159, 312
 Women - (8) 112
 Work - (7) 190
 Work satisfaction - (7) 330
 Work-study program - (8) 293
WorkAbility - (10) 148, 171
 Worker Loneliness Questionnaire
 - (7) 300
 Workforce readiness competencies
 - (8) 108
 Writing process - (7) 141
 Wyoming - (8) 196

**INTEGRATED TITLE INDEX
VOLUMES 7-10**

-A-

Access to educational programs and its effect on employability. - (9) 193.

Access to employment. - (9) 94.

Access to Employment: Building career opportunities for college and graduate students with disabilities. - (10) 121.

Access to Employment: Improving career placement opportunities for college students with disabilities. Workshop facilitation guide. - (9) 80.

Access to life: Perspectives on the Americans with Disabilities Act. - (9) 95.

Accommodating workers with mental disabilities. - (9) 134.

The accommodations planning team seminar: An implementation manual. - (10) 163.

Accounting for costs of habilitation training, sheltered workshops, and supported employment. - (8) 341.

Achieving responsible reintegration of behaviorally disordered students. - (7) 65.

Acknowledging our diversity: Vocational rehabilitation and American Indians. - (8) 163.

Across the great divide: Transition from elementary to secondary settings for students with mild disabilities. - (8) 304.

Action for excellence. - (7) 281.

Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms. - (9) 57.

The ADA mandate for social change. - (8) 214.

Adaptive driver training: A pathway to transition. - (9) 40.

Adaptive education strategies: Building on diversity. - (8) 3.

Adjustment of young adults with mental retardation in community settings: Comparison of parametric and nonparametric statistical techniques. - (8) 362.

An administrator and teacher perspective on program quality indicators for students with severe disabilities. - (8) 315.

Adolescence in the 1990s: Risk and opportunity [special issue]. - (8) 212.

Adult adjustment among high school graduates with mild disabilities. - (8) 352.

Adult adjustment of recent graduates of Iowa mental disabilities programs. - (7) 345.

Adult Human Services Curriculum Project: Final report. - (7) 158.

Adult living, working, and playing: A holistic support style. - (8) 20.

Adult outcome of learning disabled students ten years after initial follow-up. - (8) 109.

The adult outcomes of children with learning disabilities. - (7) 269.

The adult with learning disabilities: An overview. - (10) 61.

Adults with LD in the 1990s. - (8) 157.

Adults with psychiatric disabilities on campus - (9) 359.

African Americans and the public vocational rehabilitation system. - (8) 162.

After high school ...? BUILDING on today for tomorrow: Designing and implementing a community-based, family-centered transition planning project. - (8) 90.

After school ... then what? The transition to adulthood. - (7) 221.

Age-related changes in stress experienced by families with a child who has developmental delays. - (9) 207.

Aging America: Implications and impact on vocational rehabilitation. - (7) 168.

Aging in the community -- A matter of choice. - (8) 190.

All aboard for employment. - (8) 167.

Alllllll Aboard !!!! A job fair for people with disabilities and senior citizens. - (9) 49.

Alternative approaches to outcomes assessment for postsecondary vocational education. - (8) 72.

Alternative views of empowerment: Social services and civil rights. - (7) 328.

America 2000: An education strategy. - (7) 62.

The American tapestry: Educating a nation. A guide to infusing multiculturalism into American education. - (7) 199.

The Americans with Disabilities Act: An opportunity for all. - (7) 13.

The Americans with Disabilities Act: From policy to practice. - (7) 124.

The Americans with Disabilities Act of 1990. - (7) 233.

The Americans with Disabilities Act: A guide for people with disabilities, their families, and advocates. - (9) 47.

Americans with Disabilities Act handbook. - (9) 115.

The Americans with Disabilities Act after three years: Where are we? - (9) 319.

The Americans with Disabilities Act and assistive technology. - (9) 325.

Americans with Disabilities Act: Title II Self-Evaluation. - (9) 335.

Americans with Disabilities Act: Management Training Resources. - (10) 148.

An analysis of a group teaching procedure for persons with developmental disabilities. - (8) 101.

The analysis of challenging behavior: What is this behavior communicating? What do supported employment personnel need to know? - (7) 50.

An analysis of cooperative models for planning and developing transitional services (Competition 84.158B) . - (7) 94.

An analysis of employer incentive rankings relative to the employment of persons with mental retardation. - (7) 341.

An analysis of exemplary transition programs: How and why are they selected? - (7) 117.

An analysis of federally funded model demonstration/employment projects for youths with disabilities (84-023D). - (7) 96.

Analysis of minority-status supported employees in relation to placement approach and selected outcomes. - (7) 101.

An analysis of OSERS'-sponsored secondary special education and transitional services research. - (7) 70.

An analysis of the reasons for job separations in relation to disability, placement, job type, and length of employment. - (7) 294.

Analyzing transition policy implementation: A conceptual approach. - (9) 305.

... And education for all: Public policy and handicapped children. - (7) 118.

Andreas - Outcomes of inclusion. - (8) 239.

Angles of influence: Relationships among families, professionals, and adults with severe disabilities. - (8) 255.

Angles of influence: Relationships among families, professionals, and adults with severe disabilities. - (10) 22.

Annotated bibliography on secondary special education and transitional services (Vol. 7). - (8) 365.

Annotated bibliography on secondary special education and transitional services (Vol. 8). - (9) 19.

Annotated bibliography on secondary special education and transitional services (Vol. 9). - (10) 2.

Annotated bibliography on transition from school to work (Vol. 6) - (7) 384.

Another Chance: The comprehensive learning program. Final report. - (7) 156.

Application of a lifestyle development process for persons with severe intellectual disabilities: A case study report. - (8) 309.

The application of general-case instruction to the requesting repertoires of learners with severe disabilities. - (8) 312.

Applied behavior analysis in supported employment settings. - (8) 271.

Appropriate job accommodations for people with HIV/AIDS: A manual to assist employers. - (9) 275.

Are adolescents with learning disabilities successfully crossing the bridge into adult life? - (7) 197.

Are more intensive early intervention programs more effective? A review of the literature. - (10) 63.

Expectancy effects in social validation methodology: Are there differential expectancies for employees with mental retardation? - (7) 56.

Assessing educational outcomes: State activity and literature integration. - (9) 285.

Assessing the loneliness of workers with mental retardation. - (7) 300.

Assessing the right outcomes: Prospects for improving education for youth with disabilities. - (8) 294.

An assessment instrument for families: Evaluating employment programs for individuals with deaf-blindness. - (10) 177.

The assessment of esteem, independence, and support as quality-of-life domains and their prediction by geo-economic, family, personal, and schooling characteristics. - (10) 179.

Assessment of individuals with severe disabilities: An applied behavior approach to life skills assessment. - (7) 3.

Assessment of loneliness at school among children with mild mental retardation. - (7) 218.

Assessment of personnel needs and identification of training program competencies for paraprofessionals in transitional services. - (8) 213.

Assessment strategies for students with disabilities. - (7) 242.

Assistive technology assessment: A multiple case study review of three approaches with students with physical disabilities during the transition from school to work. - (9) 326.

Assistive technology design in special education. - (9) 103.

Assistive technology [special issue]. - (9) 358.

Assuring decision maker information needs when evaluating programs serving persons with developmental disabilities. - (9) 169.

Attitudes of Fortune 500 corporate executives toward the employability of persons with severe disabilities: A national study. - (7) 301.

Attitudes toward inclusion of students with severe disabilities: A survey. - (10) 140.

Augmentative communication and vocational rehabilitation. - (7) 239.

Autism: Definitions past and present. - (9) 127.

Autism: Information and resources for parents, families, and professionals. - (8) 52.

Available and potential resources for personnel preparation in special education: Deans survey. - (7) 309.

Barriers to career development: A disability awareness module. Teacher's guide. - (10) 160.

Basic benefits planning for persons with disabilities. - (7) 310.

Begin the between: Planning for the transition from high school to adult life. - (10) 5.

Behavioral small group training to improve the social skills of emotionally-disordered adolescents. - (9) 195.

Behaviors that contribute to entry-level employment: A profile of five jobs. - (7) 153.

Being female -- a secondary disability? Gender differences in the transition experiences of young people with disabilities. - (8) 67.

Benefit-cost analysis of supported employment in Illinois. - (8) 81.

Benefits & incentives for students entering supported employment. - (8) 82.

The benefits associated with secondary vocational education for young people with disabilities. - (8) 63.

Best practices in transition: Substantiated or implied? - (7) 116.

Better understanding learning disabilities: New views from research and their implications for education and public policies. - (8) 105.

Beyond Section 504: Satisfaction and empowerment of students with disabilities in higher education. - (8) 357.

Beyond the report card: The multiple dimensions of secondary school performance of students with disabilities. - (10) 86.

Beyond vocational services: Looking to community. - (8) 185.

A bibliography of supported employment and transition resources. - (8) 194.

Breaking ground: Ten families building opportunities through integration. - (9) 55.

Bridges to Success: Enhancing natural supports in community employment for youths with disabilities. Final report 1993. - (9) 197.

Building and maintaining capacity: Creating a statewide system of professional development for supported employment professionals. - (8) 85.

Business advisory councils in the rehabilitation process. - (8) 168.

Business and rehabilitation factors in the development of supported employment programs for adults with developmental disabilities. - (7) 287.

A business solution to a rehabilitation problem. - (7) 36.

Business talks frankly about the Americans with Disabilities Act. - (9) 324.

But ... is it really work? Social validity of employment training for persons with very severe disabilities. - (7) 256.

-C-

Can social skills for employment be taught? Using cognitive-behavioral procedures with adolescents with mild disabilities. - (7) 132.

Career assessment inventories for the learning disabled [includes Manual, package of Attribute/Ability Inventories, and package of Interest Inventories]. - (7) 9.

Career Awareness and Transition Program. - (8) 10.

Career development and disability: A manual for training campus professionals, community employers, mentors and mentees. - (8) 155.

Career development and employment for college students and graduates with disabilities: An annotated bibliography. - (7) 270.

Career development and employment for college students and graduates with disabilities: An annotated bibliography: 1993 Edition. - (9) 82.

Career development for individuals with disabilities. Volume 1: Providing effective services. - (10) 131.

Career development for individuals with disabilities. Volume 2: Training for delivery of effective services. - (10) 132.

Career development for individuals with disabilities. Volume 3: Students with disabilities in postsecondary education: An annotated bibliography. - (10) 133.

Career development for students with disabilities in elementary schools: A position statement of the Division on Career Development. - (7) 139.

Career development, employment, and technology for college students and graduates with disabilities: An annotated bibliography. 1994 Edition. - (10) 120.

Career Ladder Program: Multi-District Outreach. Final report, September, 1994. - (10) 104.

Career ladders for challenged youths in transition from school to adult life. - (9) 59.

Career Orientation and Options Program handbook. - (9) 50.

Career outcomes for college graduates with severe physical and sensory disabilities. - (7) 284.

Career planning and employment strategies for postsecondary students with disabilities. - (9) 362.

Careers in rehabilitation with an undergraduate degree in rehabilitation. - (9) 13.

Case management practices for young adults with developmental disabilities in transition. - (7) 363.

Challenges for a service system in transition: Ensuring quality community experiences for persons with developmental disabilities. - (9) 263.

Challenging behaviors in the workplace: Increasing a student's access to community-based vocational instruction. - (10) 56.

Changeover to community employment: The problem of realigning organizational culture, resources, and community roles. - (10) 40.

Changes in latitudes, changes in attitudes: The role of the inclusion facilitator. - (10) 123.

A changing demography and its challenge. - (8) 164.

Characteristics of people with psychiatric disabilities that are predictive of entry into the rehabilitation process and successful employment. - (9) 186.

Chartbook on work disability in the United States. - (8) 187.

Children with disabilities: Understanding sibling issues. - (9) 356.

Choctaw Handicapped Adult Career Project: Final report. - (9) 14.

Choice diversity for people with severe disabilities. - (9) 266.

"CHOICES" - (9) 96.

The City Lights Transition to Integrated Postsecondary Environments Research Project: Final report. - (10) 106.

Clarification of policy to address the needs of children with attention deficit disorders within general and/or special education. - (7) 63.

The Co-worker Involvement Instrument: A measure of indigenous workplace support. - (7) 357.

Co-workers' perceptions of an employee with severe disabilities: An analysis of social interactions in a work setting. - (9) 268.

Cognitive skills for community living: Teaching students with moderate to severe disabilities. - (9) 110.

College freshmen with disabilities: A statistical profile. - (8) 56.

College graduates with learning disabilities - Employment attainment and career patterns. - (8) 151.

College students' guide to the Americans with Disabilities Act of 1990 (Title I) . - (10) 99.

A commencement based model of secondary education and training in mild mental retardation. - (7) 347.

A commentary on inclusion and the development of a positive self-identity by people with disabilities. - (9) 232.

Common sense and quality: Meaningful employment outcomes for persons with severe physical disabilities. - (7) 234.

Communication skills and community integration in adults with mild to moderate retardation. - (8) 340.

Community activities and social support networks: A social comparison of adults with and adults without mental retardation. - (7) 348.

Community based job training for persons with mental retardation: An acquisition and performance replication. - (8) 288.

Community Employment Placement Project: Program implementation manual. - (7) 100.

Community integration of young adults with mental retardation: A multivariate analysis of adjustment. - (9) 278.

Community job training for high school students with severe disabilities: Developing jobs and teaching job skills. - (8) 222.

Community living for people with developmental and psychiatric disabilities. - (8) 208.

Community management of children and youth with emotional disturbance and mental retardation: A curriculum for advanced training. - (7) 26.

Community resource trainers: Meeting the challenge of providing quality supported employment follow-along services. - (8) 336.

Community resource utilization in rehabilitation: The shape of the future. - (8) 145.

Community Transition Center Model: A transition from school to community model for youth with mild handicaps. Final report. - (8) 233.

Community transition interagency committees: 1992 summary. - (9) 7.

Community-based models of employment services for people with psychiatric disabilities. - (9) 189.

A community-based network to assist in the transition from school to work for youth with disabilities: A four-part model. Final report. - (7) 84.

Community-based vocational education: Guidelines for complying with the Fair Labor Standards Act. - (9) 242.

Comparing employment-related outcomes of the vocational rehabilitation program using longitudinal earnings. - (7) 165.

A comparison between the perceptions of special educators and employers: What factors are critical for job success? - (7) 138.

A comparison of friendship patterns of individuals with developmental disabilities. - (8) 321.

Comparison of three educational programs for students with moderate mental retardation integrated in regular schools: Preliminary results. - (8) 177.

Compendium of Project Profiles: 1991. - (7) 382.

Compendium of Project Profiles: 1992. - (8) 366.

Compendium of Transition Model Programs 1993. - (9) 20.

Compendium of transition model demonstration programs 1994. - (10) 34.

Compensation and turnover of direct-care staff in developmental disabilities residential facilities in the United States. I: Wages and benefits. - (9) 210.

COMPETE: A model for vocational evaluation, training, employment and community integration for persons with cognitive impairments. - (8) 189.

A competency-based master's program to train supported employment personnel. - (7) 52.

Competitive employment strategies in the era of ADA. - (7) 241.

Competitive job training and placement for youths with severe emotional disturbances. - (8) 272.

A comprehensive study of learning disabled adults. - (8) 119.

Computer applications to facilitate curriculum-based measurement. - (7) 307.

Concept mapping. - (8) 137.

Concept mapping for strategic program planning and evaluation. - (9) 170.

Concept mapping: Soft science or hard art? - (7) 274.

Conceptions of disability: Implications for rehabilitation. - (7) 262.

A conceptual model of educational outcomes for children and youth with disabilities. - (9) 287.

Conceptualization for planning and evaluation. - (7) 275.

The conduct of follow-up and follow-along activities. - (9) 173.

Conducting a goal-based evaluation. - (9) 158.

Congruence between personality traits and chosen occupation as a predictor of job satisfaction for people with disabilities. - (8) 29.

Considerations in designing survey studies and follow-up systems for special education service programs. - (8) 76.

Considerations in the design of follow-up and follow-along systems for improving transition programs and services. - (9) 302.

Constraints on the participation of individuals with mental retardation in mainstream recreation. - (9) 223.

Constructing an evaluation plan. - (9) 165.

Consumer choice and empowerment in supported employment services: Issues and strategies. - (7) 370.

The consumer movement and implications for vocational rehabilitation services. - (7) 255.

Consumer perspective on the preparation of rehabilitation professionals: Perplexing paradox or refreshing paradigms. - (8) 83.

Consumers and the Americans with Disabilities Act. - (9) 320.

Content specialization and educational evaluation: A necessary marriage? - (9) 155.

Contracting for an evaluation: Finding and working with an external evaluator. - (9) 171.

Conversion from sheltered to integrated employment: Current practice and future directions. - (10) 54.

The cost to state and federal governments of providing services for individuals with developmental disabilities and its prediction by client and provider characteristics. - (10) 178.

Cost-effectiveness of supported employment. - (8) 103.

Coworker attitudes toward employees with autism. - (9) 128.

Creating Employment Opportunities. - (10) 166.

Creating individual supports for people with developmental disabilities: A mandate for change at many levels. - (9) 116.

Critical incidents of highly successful adults with learning disabilities. - (9) 180.

Cross cultural attributions of meaning to quality of life concepts made by mental retardation professionals. - (8) 202.

Cross-state comparisons of former special education students: Evaluation of a follow-along model. - (7) 360.

Crosswalking the National Agenda and Goals 2000. - (10) 103.

Cultivation and maintenance of relationships with employers of people with psychiatric disabilities. - (9) 192.

Cultural issues in the rehabilitation of Hispanics. - (8) 326.

Culturally sensitive instructional practices for African-American learners with disabilities. - (8) 348.

Culturally sensitive training for professionals. - (8) 160.

Cumulative and interspersal task sequencing in self-paced training for persons with mild handicaps. - (7) 176.

Cumulative effects of mainstreaming on the achievement of deaf adolescents. - (9) 254.

Current assessment practices in the United States: Norm referenced, criterion referenced and dynamic assessment. - (8) 139.

Curriculum considerations in inclusive classrooms: Facilitating learning for all students. - (7) 271.

A curriculum guide for supported employment educators. - (8) 128.

Customer service: What is its place in assistive technology and employment services? - (7) 236.

CYDLIN Reviews: Adolescents with chronic illness -- Issues for school personnel. - (8) 228.

-D-

Decision support system for disability assessment and intervention. - (7) 172.

Definitions of learning disabilities from adults with learning disabilities: The insiders' perspectives. - (8) 318.

[Delaware Division of Vocational Rehabilitation: Final report.] - (7) 39.

Demography and disability: A chartbook for rehabilitation. - (7) 211.

Deriving job skills from the workplace: Employer survey results. - (8) 122.

A descriptive analysis of Competition 84.078B postsecondary model programs. - (7) 95.

Descriptive analysis of OSERS-sponsored postsecondary education model programs. - (9) 307.

Descriptive analysis of secondary special education and transition services model programs (CFDA Nos. 84.158C, 84.128A, 84.023G, 84.078C, and 84.078B) . - (7) 381.

Design of a Secondary Follow-up/Follow-along Tracking System - (9) 69.

Designing and implementing program evaluation - (9) 163.

Designing and preparing evaluation reports - (9) 161.

Designing curriculum for all students. - (9) 284.

Determinants of attitudes of New York State employers towards the employment of persons with severe handicaps. - (8) 328.

Determining the capability of individuals with mental retardation to give informed consent. - (9) 226.

Determining the prevalence of human immunodeficiency virus (HIV) within a residential facility for persons with mental retardation. - (8) 323.

Developing a project management plan using program evaluation and review technique - (9) 154.

Developing a sense of community for students with disabilities at a tribally controlled college. - (8) 227.

Developing and implementing individualized education programs - (8) 136.

Developing culturally inclusive services for individuals with severe disabilities. - (10) 145.

Developing independent and responsible behaviors in students who are deaf or hard of hearing. - (9) 246.

Developing interagency in-service training. - (8) 58.

Developing student-centered transition planning teams. - (8) 277.

Developing the final evaluation report - (9) 152.

Developing natural supports in the workplace: A manual for practitioners. - 23.

Developing natural supports in the workplace: A practitioner's guide. - (10) 8.

The Development and Validation of Coworker Support Models for Students with Disabilities Transitioning from School to Integrated Adult Lives: Final evaluation report. - (8) 43.

Development of a leisure satisfaction scale for use with adolescents and adults with mental retardation: Initial findings. - (8) 289.

Developmental disabilities: A handbook for best practices. - (8) 5.

Differences in curriculum ideologies among participants in the secondary special education transition planning process. - (8) 276.

Differences in mathematics performance between students with learning disabilities and students with mild retardation. - (9) 201.

Digest of education statistics 1993. - (9) 261.

Direct observation of social interactions in a supported employment setting. - (7) 356.

Direct skills teaching. - (8) 125.

Directions for Success: Career assessment and planning for learning disabled high school students, 1985-86. - (8) 111.

Directory of disability support services in community colleges 1992. - (9) 298.

Directory of organizations. - (9) 355.

Disability accommodation handbook. - (9) 349.

Disabling barriers -- Enabling environments. - (8) 215.

Discover interdependence. - (9) 100.

Dispersed heterogeneous placement: A model for transitioning students with a wide range of abilities to supported employment. - (8) 269.

A Dispersed Heterogeneous Placement Supported Employment Model: An innovative alternative for transitioning students with mental retardation from school to work. Year 2 report. - (9) 98.

A Dispersed Heterogeneous Placement Supported Employment Model: An innovative alternative for transitioning students with mental retardation from school to work. H158N00054. Final report. - (9) 328.

Dream catchers. - (8) 242.

Dropouts and dropout programs: Implications for special education. - (9) 16.

Dropouts with disabilities: What do we know? What can we do? - (8) 65.

Dynamic process of movement in residential settings. - (9) 279.

-E-

The early careers of non-college-bound men. - (10) 112.

Early childhood through post-school transition planning: A comprehensive outcomes-based model for special education. - (8) 143.

The early work experiences of youth with disabilities: Trends in employment rates and job characteristics. A report from the National Longitudinal Transition Study of Special Education Students. - (8) 8.

EASE Project: Equal access for students to education and experience. - (10) 109.

EASE Project: Equal access for students to education and experience [Final report]. - (10) 111.

Eastern Washington University - Career Placement Opportunities for Students with Disabilities [final report]. - (10) 26.

Eastern Washington University faculty/staff handbook: A guide for disability services. - (10) 31.

Easy for you to say: Teacher perspectives on implementing most promising practices. - (10) 67.

An ecological assessment-placement model based on person-environmental analysis. - (9) 153.

Educating all students in the mainstream of regular education. - (7) 277.

Educating students with disabilities on campus: Strategies of successful projects. - (10) 134.

Educating students with severe handicaps in regular classes. - (9) 61.

Education and training for work: The policy instruments and the institutions. - (7) 214.

Education and treatment needs of students with profound, multiply handicapping, and medically fragile conditions: A survey of teachers' perceptions. - (7) 367.

Education counts: An indicator system to monitor the nation's educational health. - (7) 250.

Education issues for hard of hearing and late-deafened persons. - (10) 44.

Education of the Handicapped Act Amendments of 1990 (PL 101-476, 30 Oct. 1990) . - (7) 201.

Education reforms and special education: An initial list of state activities. - (7) 191

Education services for youth with disabilities in a state-operated juvenile correctional system: Case study and analysis. - (9) 183.

Education-industry collaboration: Guidelines for complying with the Fair Labor Standards Act. - (8) 89.

Educational assessment: Insuring that all students succeed in school. - (9) 111.

Educational outcomes and indicators for students completing school. - (8) 216.

Educational reform and special education: Foundations for a national research agenda focused upon secondary education. - (8) 79.

Educational services for children with chronic illness: Perspectives of educators and families. - (8) 364.

Effective consumer-service provider interactions in vocational rehabilitation. - (9) 25.

Effective strategies for dropout prevention of at-risk youth. - (7) 379.

Effects of a coworker advocacy program and social skills training on the social interaction of employees with mild disabilities. - (7) 151.

Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in the individualized educational program planning process. - (10) 51.

The effects of choice and task preference on the work performance of adults with severe disabilities. - (10) 138.

Effects of client involvement in assessment on vocational development. - (7) 261.

The effects of educational background and population served on the perceived training needs of employment training specialists in supported employment. - (7) 51.

The effects of high school work experience on future economic attainment. - (10) 113.

Effects of peer-delivered self-instructional training on a lunch-making work task for students with severe disabilities. - (8) 286.

The effects of social interaction training on high school peer tutors of schoolmates with severe disabilities. - (9) 241.

Effects of staff implementation of a choice program on challenging behaviors in persons with developmental disabilities. - (10) 118.

Effects of video-assisted training on employment-related social skills of adults with severe mental retardation. - (7) 392.

Effects of videotape instructional package on purchasing skills of children with autism. - (10) 76.

An eight-year follow-up of three social skills training studies. - (7) 302.

Eligibility for learning disabilities rehabilitation services: Operationalizing the definition. - (9) 179.

Emphasis on quality of life of people with severe mental illness in community-based care in Sweden. - (7) 37.

Empirical analysis of multidimensional measures of community adjustment for young adults with mental retardation. - (7) 257.

Empirical study of the Americans with Disabilities Act (1990-1993). - (9) 327.

Employer agreement with the Americans with Disabilities Act of 1990: Implications for rehabilitation counseling. - (8) 319.

Employer collaboratives: A manual on process models and implementation strategies. - (9) 35.

Employers' attitudes toward workers with disabilities: Effect of the Americans with Disabilities Act. - (9) 321.

Employment as a Graduation Goal: Final report. - (9) 75.

Employment concerns of people with head injuries. - (7) 289.

Employment Development Project: Final evaluation report. - (8) 18.

Employment for persons with physical disabilities and related technology. - (7) 237.

Employment guide. - (9) 84.

Employment integration, economic opportunity, and The Americans with Disabilities Act: Empirical study from 1990-1993. - (10) 149.

Employment of persons with dual sensory impairments: Strategies for inclusion. - (7) 369.

Employment of youths with disabilities: Outcomes, activities, and indicators. - (9) 141.

Employment opportunities for persons with mental handicap. - (7) 194.

Employment opportunities for people with disabilities in the years to come. - (8) 134.

Employment outcomes and activities for youths in transition. - (9) 304.

Employment preparation of students with severe disabilities. - (7) 55.

Employment priorities for the '90s for people with disabilities. - (7) 212.

Employment status and perceptions of control of adults with cognitive and developmental disabilities. - (9) 259.

Employment testing of persons with specific learning disabilities. - (8) 333.

[Employment Training Specialist Series, SETA Project Training Manuals]. - (7) 134.

Empowerment evaluation. - (9) 294.

An empowerment model: Illinois Fiesta Educativa. - (8) 258.

Empowerment of mental health consumers in vocational rehabilitation. - (9) 190.

An empowerment philosophy for rehabilitation in the 20th century. - (7) 326.

Enabling Futures Project: Utilizing family and community networks. Final report. - (10) 35.

Enhancing communication with persons labeled severely disabled. - (9) 200.

Enhancing employment opportunities. - (9) 65.

Enhancing independence in supported employment: Natural supports in business and industry. - (8) 88.

Enhancing integration during the summer: Combined educational and community recreation options for students with severe disabilities. - (7) 342.

Enhancing interdependent relationships between counselors and consumers: A conceptual model. - (8) 21.

Enhancing quality of life of the developmentally disabled. - (8) 182.

Enhancing the use of natural supports for people with severe disabilities. - (10) 18.

Enlisting labor union participation to insure expanded employment options. - (7) 33.

Environmental assessment and job site modifications for people who are visually impaired. - (7) 186.

Epilogue: Analysis and synthesis of transition issues. - (7) 299.

Equity and excellence in school-to-work transitions of special populations. - (10) 116.

Estate planning. - (9) 353.

Ethics education in supported employment preparation. - (7) 45.

The ethics of special education. - (10) 114.

An ethnic comparison of parent participation and information needs in early intervention.
- (10) 3.

The ethnographic interview. - (9) 46.

Evaluating and increasing meal-related choices throughout a service setting for people with severe disabilities. - (9) 231.

Evaluating effectiveness: A comparison of federal expectations and local capabilities for evaluation among federally-funded model demonstrations programs. - (7) 60.

Evaluating effectiveness: A comparison of federal expectations and local capabilities for evaluation among federally funded model demonstration programs. - (8) 126.

Evaluating quality in supported employment: The standards of excellence for employment support services. - (7) 317.

Evaluation and the state/federal vocational rehabilitation program. - (7) 314.

Evaluation of a medical rehabilitation and independent living program for persons with spinal cord injury. - (8) 320.

Evaluation of a transitional employment program. - (7) 376.

Evaluation of outcomes in transition programs. - (7) 297.

An evaluation of redirection through education: A psychosocial rehabilitation program for young adults with psychiatric disability. - (8) 144.

An evaluation of the Center for Computing and Disability, the University at Albany [1990].
- (7) 105.

An evaluation of the Center for Computing and Disability, the University at Albany [1989]. - (8) 265.

An evaluative review of social validation research involving persons with handicaps. - (7) 204.

Evidence of employment inequality among females with disabilities. - (9) 331.

The evolution of independent living programs. - (7) 263.

An evolving conceptual model of educational outcomes for children and youth with disabilities. - (9) 289.

An examination of autonomous functioning skills of adolescents with learning disabilities. - (8) 173.

An examination of classic articles in the education of persons with severe disabilities. - (8) 322.

An examination of college students' with disabilities self-perceptions of their job acquisition skills. - (9) 51.

An examination of lifestyle and adjustment in three community residential alternatives. - (9) 276.

An examination of the acceptability of instructional practices for students with severe disabilities in general education settings. - (10) 68.

Executive summary and selected data highlights - April, 1993. California High School Youth with Disabilities: A three-year longitudinal study of post secondary outcomes in California. - (10) 9.

Exemplary programs for persons with disabilities: In transition, supported employment, and parent-professional collaboration. - (8) 274.

Exemplary programs for persons with disabilities: In transition, supported employment, and parent-professional collaboration. Exemplary status recipients for 1992, 1993, and 1994. - (10) 150.

Expanding the role of employers in supported employment. - (7) 57.

Expected educational outcomes for students with disabilities. - (9) 3.

The Expert Transition System Project: Final report. - (8) 17.

An exploration of the social functions of humor among college students in wheelchairs. - (8) 343.

An exploratory resource allocation model for implementing supported employment services. - (9) 239.

The "Explore Your Future" program for hearing impaired students: Some deaf students have it easy in their transition from high school to college. - (9) 67.

Extended school year programs: A community driven curriculum model. - (9) 60.

External evaluation report: "Supported Employment Model for Youth with Severe and Profound Handicaps through Interagency Collaboration." - (7) 14.

Faces of Employ "ABILITY". - (8) 149.

Facilitating community inclusion with vocational assessment portfolios. - (10) 42.

Facilitating natural supports in the workplace: Strategies for support consultants. - (7) 288.

Facilitating social skills using the cognitive-process approach. - (8) 80.

Facilitating student participation in individualized education programs through motivation strategy instruction. - (9) 121.

Facilitating the vocational success of students with mild handicaps: The need for job-related social skills training. - (8) 231.

Factors associated with the integrated educational placement of students with severe disabilities. - (8) 314.

Factors influencing integration of employees with autism. - (9) 129.

Factors influencing the social status of children with mild academic disabilities in regular classrooms. - (8) 345.

Falling through the cracks: Rehabilitation services for adults with learning disabilities. - (7) 365.

Families in transition: A qualitative study of parents' perceptions of the move from school to adult life for their children with severe handicaps. - (9) 235.

A family focus. - (9) 77.

Family functioning as a correlate of disability adjustment for African Americans. - (10) 77.

Family Networking & Community Connections Project: Final report. - (10) 38.

Family stress associated with transition to adulthood of young people with severe disabilities. - (7) 372.

Family support in rehabilitation: A review of research, 1980-1990. - (8) 116.

Family viewpoint. - (8) 250.

Family-related roles and considerations: Transition to adulthood by youth with developmental disabilities. - (8) 252.

Fifteenth annual report to Congress on the implementation of The Individuals with Disabilities Education Act. - (10) 16.

Fifth national forum on issues in vocational assessment: The issues papers. - (10) 129.

Figuring out what to do with the grownups: How teachers make inclusion "work" for students with disabilities. - (8) 316.

Final evaluation report. Project IMPACT: Instructional methods for promoting academic and career training. - (8) 12.

Final evaluation report: 84-158N - Transition from School to Work thru Supported Employment. - (7) 23.

Final evaluation report: Action for Boston Community Development, Inc. - (7) 61.

Final evaluation report: Salish Kootenai College (SKC) ACCESS Project. - (8) 225.

Final performance report: Integrated Community Employment Options Project. - (7) 18.

Final performance report: Replication of the Marriott Foundation's "Bridges" transition model. - (10) 107.

Final performance report: Tennessee Transition Model. - (7) 16.

Final performance report: The Community Network Project. - (7) 109.

Final program evaluation of STRIVE - a three-year transitional skills development demonstration program for Boston Public High School students with disabilities. - (10) 105.

Final project report: Family Networking in the Transition Years. 1989-1992. - (9) 1.

[Final report - Kansas Follow-Along Project]. - (8) 234.

Final report describing the activities for expenditure of funds under PL 91-230. - (7) 78.

Final report for Project CAREER. - (7) 86.

Final report for Project JOB. - (7) 11.

Final report of the Healthy Living Program. - (9) 2.

Final report on the Building Project: A Family Networking Project. - (9) 37.

Final report to the Office of Special Education and Rehabilitation Services: Employer network for students with severe disabilities. - (9) 33.

Final report. A collaborative model: Education rehabilitation and business. A bridge to independence for visually impaired youth. - (8) 44.

Final report. From school to adult life: Building a transition system. - (7) 83.

Final report. Models for providing secondary mainstreamed learning disabled and other mildly handicapped students with job-related training: Vocational education to work: An effective transition model. - (7) 77.

Final report. Project LINK: A college-based transition program for non-college bound youth with mild handicaps. - (7) 43.

Final report. The PLUS Program: A regional liaison project. - (7) 157.

Final report: A demonstration project to teach remedial mathematics to students with learning disabilities (1986-1989) . - (7) 81.

Final report: A polymorphic tracking and intervention model for students who drop out or are at risk of dropping out of special education programs in suburban Washington State. - (9) 34.

Final report: Assistive Technology On Campus. - (10) 37.

Final report: Career Development Project. - (10) 98.

Final report: Delaware Transition Follow Along Project. - (8) 237.

Final report: Deriving job skills from the workplace: Models for providing learning disabled and other mildly handicapped students with job related training. - (7) 80.

Final report: Enhancing Career Placement Services for Students with Disabilities in Community and Technical Colleges. - (10) 39.

Final report: Go Directly to Work! A community employment model for youth with severe disabilities. - (8) 221.

Final Report: Identification of the skills and characteristics necessary for self-determination. - (9) 108.

[Final report: Learning Enhanced Achievement Program (LEAP)]. - (10) 36.

Final report: Model for providing secondary mainstreamed learning disabled and other mildly handicapped students with job related training. - (7) 40.

Final report: Postsecondary Education Demonstration Program for Learning Disabled Persons. - (8) 16.

Final report: Project HAPPEN. - (7) 59.

Final report: Project SETS. - (9) 6.

Final report: Project WE CAN. - (7) 82.

Final report: School to Community Transition Project. - (7) 155.

Final report: Secondary Transition Specialist Training Project for Mildly & Moderately Handicapped. - (7) 175.

Final report: Secondary-postsecondary model transition program for learning disabled youth. - (7) 79.

Final report: Self-Determination Curriculum Project. - (9) 29.

Final report: Skills Necessary for Self-Determination. September 1, 1991 - June 30, 1994. - (10) 95.

[Final report: Statewide Transition and Facilitation Project (S.T.A.F.) .] - (9) 27.

[Final Report: Technical College Consortium Project for Enhancing the Career Development of Students with Disabilities.] - (10) 175.

Final report: The COMPETE Program. - (8) 15.

Final report: Training and Employment Model Project for Youth with Disabilities. - (9) 76.

Final report: Transitional services for handicapped youth. - (8) 13.

[Final report: Using a Tracking System to Impact Instructional Programs for Handicapped Youth.] - (9) 24.

Final report: Vocational Options Project for Students with Severe Disabilities. - (10) 108.

Final report: WorkAbility. - (10) 171.

Financial aid for students with disabilities. - (9) 363.

Fiscal year 1995 federal outlook for exceptional children: Budget considerations and CEC recommendations. - (10) 142.

Fitness: A viable adjunct to treatment for young adults with psychiatric disabilities. - (7) 259.

Five-year tracking of psychosocial changes in people with severe traumatic brain injury. - (8) 70.

The Florida postschool follow-up model procedures manual. - (9) 52.

A focus on job coaching: The untapped potential. - (7) 133.

A focus on youths and adults with disabilities: Building effective program linkages between the Office of Vocational and Adult Education and the Rehabilitation Services Administration. - (8) 110.

A follow-along study of participants in a longitudinal transition program for youths with mild disabilities. - (7) 143.

A follow-up of former special education students: A model for program evaluation. - (7) 389.

Follow-up study of 1983-84 community college vocational program students. - (8) 199.

A follow-up study of special education graduates. - (9) 4.

Following the course of change: A study of adaptive and maladaptive behaviors in young adults living in the community. - (8) 338.

Following the lives of young adults with disabilities in New Hampshire: Final report. - (8) 46.

A formidable challenge: The preparation of minority personnel. - (8) 159.

Thirteenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act. - (8) 98.

Fourteenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act. - (8) 99.

A fragile balance. - (8) 170.

Free market strategies for improving employment services. Transitioning segregated day activity programs to integrated employment services. - (7) 150.

Frequency of job skills appearing on individualized plans of students with moderate retardation. - (8) 337.

Friendship patterns and community integration of family care residents. - (9) 265.

Friendship patterns of mildly learning handicapped and nonhandicapped high school students. - (8) 94.

Friendships and community connections between people with and without developmental disabilities. - (8) 211.

From patient to student: Supported education programs in southwest Connecticut. - (8) 232.

From protection to independence: Utilizing intersector cooperation to ensure consumer options. - (8) 335.

From school to adult life: Young adults in transition. A national and state overview - (8) 34.

From special to regular, from ordinary to extraordinary. - (10) 124.

From vision to reality: The opened door. - (9) 28.

From work adjustment to community adjustment. - (8) 191.

Functional life skills, academic skills, and friendship/social relationship development: What do parents of students with moderate/severe/profound disabilities value? - (7) 371.

Future based assessment and intervention for students with mental retardation. - (8) 287.

Future directions for social skills training research: A critique and a challenge. - (10) 139.

Future frontiers in the employment of minority persons with disabilities - (10) 11.

-G-

Gateways to the working world: A curriculum designed to foster career planning and job seeking skills in college students with learning disabilities. - (7) 74.

Generalization of social skills through self-monitoring by adults with mild mental retardation. - (7) 324.

Getting ready for the next century: Vocational preparation of students with disabilities. - (7) 305.

Getting to the core of transition: A re-assessment of old wine in new bottles. - (8) 203, (9) 309.

A giving experience: Using community service to promote community living skills and integration for individuals with severe disabilities. - (9) 244.

Got to learn to earn: Preparing Americans for work. - (7) 115.

Grading secondary vocational education students with disabilities: A national perspective. - (8) 346.

Graduate-level preparation of rehabilitation counselors. - (8) 86.

Graduates with mental disabilities: The story three years later. - (8) 344.

A Green Mountain Challenge: The impact of school reform on children with disabilities. - (9) 39.

Group versus individual instruction for teaching daily living skills to students with severe handicaps. - (8) 307.

A group-oriented contingency to increase leisure activities of adults with traumatic brain injury. - (10) 65.

Guide to interview skills for students with disabilities. - (10) 102.

Guide to job seeking & retention for students with disabilities. - (10) 100.

A guide to successful employment for individuals with autism. - (10) 144.

Guideline for developing a final report. - (9) 157.

Guidelines for care: Myelodysplasia (spina bifida) or related conditions. - (10) 168.

-H-

Handbook for students with disabilities. - (10) 43.

Handbook of career planning for special needs students. - (8) 57.

A handbook on disability: A resource guide for the university community 1994/95. - (9) 299.

Having a daughter with a disability: Is it different for girls? - (9) 350.

Hawaii Transition Follow-Along Project: Final evaluation report. - (9) 5.

The Hawaii Transition Follow-Along Project replication guide. - (9) 87.

The Hawaii Transition Follow-Along Project: Replication guide: Module I. Description of the Hawaii Transition Model. - (9) 88.

The Hawaii Transition Follow-Along Project: Replication guide: Module II. Instrumentation. - (9) 89.

The Hawaii Transition Follow-Along Project: Replication guide: Module III. Guide to a data collection: Design, development, implementation, and monitoring. - (9) 90.

The Hawaii Transition Follow-Along Project: Replication guide: Module IV. Guide to a data system for improving transition services and outcomes. - (9) 91.

Health care issues for children with special health needs and disabilities. - (7) 224.

Helping parents to help their children. - (9) 36.

Hidden youth: Dropouts from special education. - (9) 151.

High stakes testing and students with handicaps: An analysis of issues and policies. Advances in program evaluation - (7) 144.

Higher education and the ADA: Overview for staff - (10) 27.

Higher education and the ADA: Overview for faculty - (10) 28.

Higher Education and the ADA: Job Search Strategies for Students with Disabilities - (10) 29.

Hispanic secondary school students with disabilities: How are they doing? - (8) 68.

Historical overview of services to traditionally underserved persons who are deaf. - (9) 301.

Home-based support: The link to employability. - (8) 186.

Homework, grading, and testing: National surveys of school district policies. - (9) 38.

The house that TRACES built: A conceptual model of service delivery systems and implications for change. - (9) 330.

Housing, support, and community: Choices and strategies for adults with disabilities. - (8) 7.

How difficult can this be? (the F.A.T. City Workshop). - (8) 264.

How much time should be spent on skill instruction and friendship development?
Preferences of parents of students with moderate and severe/profound disabilities. - (9) 216.

How much time should students with severe intellectual disabilities spend in regular education classrooms and elsewhere? - (7) 179.

How prepared are our teachers for mainstreamed classroom settings? A survey of postsecondary schools of education in New York State. - (8) 351.

How psychiatric disability expresses itself as a barrier to employment. - (9) 187.

How we might achieve the radical reform of special education. - (9) 238.

How well are youth with disabilities really doing? A comparison of youth with disabilities and youth in general: A report from the National Longitudinal Transition Study of Special Education Students. - (8) 66.

Human capital and structural explanations of post-school success for youth with disabilities: A latent variable exploration of the National Longitudinal Transition Study. - (10) 80.

Human service plan II - Issue papers: Transition services. - (8) 259.

-I-

I PLAN: Helping students communicate in planning conferences. - (9) 135.

"I've counted Jon": Transformational experiences of teachers educating students with disabilities. - (8) 353.

The IDEA's least restrictive environment mandate: Legal implications. - (10) 74.

Identification and validation of transition quality indicators: Implications for educational reform. - (7) 213.

The identification of high-school dropouts identified as learning disabled: Evaluating the utility of a discriminant analysis function. - (7) 364.

The identification of individuals with disabilities in national databases: Creating a failure to communicate. - (10) 135.

Identification of model transition to employment program outcomes and activities for persons with disabilities. - (8) 115.

Identifying/addressing learning disabilities in the classroom, part II - Teleconference (9/18/91). - (7) 385.

IEP goals for intermediate-aged students with mild mental retardation. - (9) 250.

IEPs and standards: What they say for students with disabilities. - (9) 293.

An illustration of positive behavioral support in the workplace for individuals with severe mental retardation. - (10) 55.

Impact of a system-change initiative on supported employment in Wisconsin. - (7) 312.

The impact of a transitional training program for young adults with learning disabilities. - (7) 254.

Impact of community-based instruction on the development of adaptive behavior of secondary-level students with mental retardation. - (8) 325.

Impact of educational legislation on transition and supported employment programs. - (7) 220.

The impact of evaluation technical assistance site visits to federally funded model demonstration projects. - (7) 325.

The impact of federal legislation on the transition of individuals with psychiatric disabilities from school to adult life. - (8) 129.

The impact of vocational evaluation on client self-estimated aptitudes and interests. - (8) 117.

IMPACT: Feature Issue on Health Needs of Transition-Aged Youth. - (10) 125.

Implementing program evaluation in rehabilitation facilities. - (7) 315.

Implementing the Americans with Disabilities Act: Rights and responsibilities of all Americans. - (9) 42.

Implementing the disabilities acts: Implications for educators - (10) 25.

Implementing total quality management practices in educational programs. - (9) 296.

Implications for vocational success for visually impaired users of adaptive equipment. - (8) 166.

Implications of outcomes-based education for children with disabilities. - (9) 291.

The implications of selected employment concerns for disability policy and rehabilitation practice. - (7) 31.

Importance of families in transition from school to adult life: A rehabilitation practitioner's perspective. - (8) 251.

The importance of social skills in the transition process for students with visual impairments. - (7) 187.

The importance of technology in the education and training of persons with mental retardation. - (7) 354.

Improving integration outcomes for children with and without severe disabilities through cooperatively structured recreation activities: A synthesis of research. - (8) 92.

Improving local outcomes through the implementation of the Colorado Student Tracking System. Skyview High School data: 1990-1991. - (7) 160.

Improving local outcomes through the implementation of the Colorado Student Tracking System. Part 1: Analysis of student exit interview, May, 1990. - (7) 161.

Improving local outcomes through the implementation of the Colorado Student Tracking System: Final Report. October 1989 - September 1992. - (8) 235.

Improving quality and attacking costs of employment services: A radical example of diversity management. - (7) 321.

Improving social skills in schools: The role of parents. - (8) 123.

Improving social skills: A guide for teenagers, young adults, and parents. - (7) 251.

Improving the compositions of students with learning disabilities using a strategy involving product and process goal setting. - (7) 141.

Improving the school-to-work transition of American adolescents. - (9) 9.

Improving the transition from school to work in the United States. - (8) 217.

Improving transition programing: Changing special education's focus. - (7) 20.

In their own words - (8) 51.

Inclusion of students with disabilities in national and state data collection programs. - (8) 142.

Inclusion: Moving beyond our fears. - (10) 141.

Inclusive schools movement and the radicalization of special education reform. - (9) 315.

Incorporating sales and business practices into job development in supported employment. - (8) 285.

Increasing work productivity of employees disabled by autism. - (9) 126.

Independence among people with disabilities: I. A heuristic model. - (8) 25.

Independence among people with disabilities: II. Personal independence profile. (8) 26.

The Independent Living Behavior Checklist. - (7) 195.

The independent living movement and people with psychiatric disabilities: Taking back control over our own lives. - (7) 260.

Independent living: Relation among training, skills, and success. - (9) 221.

Individual social skills training and co-worker training for supported employees with dual sensory impairment: Two case examples. - (10) 110.

Individual transition plans: A work in progress. - (9) 177.

The individualized education program: A retrospective critique. - (8) 91.

Individualized education programs (IEPs) in special education -- from intent to acquiescence. - (9) 54.

Individuals with Disabilities Education Act: Program-funded activities, fiscal year 1993. - (9) 43.

Information flow in vocational rehabilitation. - (10) 119.

Infusing transition into the IEP: A synopsis of the final regulations. - (9) 48.

Innovative technology for secondary students with learning disabilities. - (7) 366.

Inservice programs for related services teams serving medically fragile children. - (9) 32.

Instructing students with learning disabilities: Guidelines for community college faculty and support staff. Conference proceedings. - (7) 129.

Instruction of students with severe disabilities. - (9) 53.

Integrated employment and vocational services for youths and adults with disabilities in the United States. - (8) 77.

Integrated learning: Explicit strategies and their role in problem-solving instruction for students with learning disabilities. - (8) 356.

Integrating a cultural perspective into rehabilitation education. - (8) 181.

Integrating persons with learning disabilities into the workplace: Are postsecondary settings preparing students? - (7) 85.

Integrating qualified workers with disabilities into the work force. - (7) 166.

Integrating services for children and youth with emotional and behavioral disorders. - (8) 53.

- Integrating students enrolled in special education into vocational education. - (7) 137.
- Integration and socialization of exceptional children. - (8) 260.
- Integration opportunities for residents with developmental disabilities: Differences among supported living sites and residents. - (7) 344.
- Integration strategies for students with handicaps. - (7) 1.
- Interactions of persons with severe mental retardation and their nondisabled co-workers in integrated work settings. - (7) 291.
- Interagency collaboration for young adults with deaf-blindness: Toward a common transition goal. - (8) 236.
- Interagency collaboration in the rehabilitation of persons with psychiatric disabilities. - (7) 333.
- Interagency Transition Partnership: Procedures manual. - (7) 181.
- Interagency Transition Partnership: Final report. - (9) 174.
- An interagency venture: Transitioning for people with moderate and severe disabilities. - (7) 146.
- International perspective of vocational options for people with mental retardation: The promise and the reality. - (9) 251.
- Interpreting disability: A qualitative reader. - (7) 125.
- Interrater reliability of the Motivation Assessment Scale: Another, closer look.** - (10) 71.
- Interviewing respondents who have limited mental ability. - (8) 138.
- An introduction to concept mapping for planning and evaluation. - (7) 246.
- Introduction to the RSA regional brain injury centers. - (9) 143.
- Involving culturally diverse parents in transition planning. - (8) 281.
- Involving employers in transition: The Bridges Model. - (9) 310.
- Iowa Transition Model: A guide for transition planning.** - (10) 152.
- [Issue on postsecondary education.] - (7) 93.
- Issues & options in restructuring schools and special education programs. - (8) 180.

Issues and research in special education. - (7) 126.

Issues and trends in special education. - (8) 33.

Issues in questionnaire design. - (9) 162.

Issues in the reauthorization of IDEA. - (9) 102.

Issues in the vocational rehabilitation of persons with serious and persistent mental illness:
A national survey of counselor insights. - (9) 131.

Issues in transition. - (8) 104.

Issues related to the preparation of administrative personnel for supported employment
roles. - (7) 47.

It's my life: Preference based planning for self-directed goal meetings. - (9) 345.

**It's your choice: Planning for life after high school. A choice-making workbook for
individuals with developmental disabilities. - (10) 92.**

It's your choice: Planning for life after high school [videocassette]. - (10) 93.

-J-

Jefferson Parish Interagency Transition Brokerage: Policies & procedures handbook. -
(9) 339.

Job coach training manual. - (8) 41.

Job development and placement: Strategies for success. - (8) 267.

Job experiences of students with disabilities during their last two years in school. - (9) 269.

A job fair demonstration for senior citizens and people with disabilities. - (7) 170.

Job placement: The final frontier? - (10) 41.

The job satisfaction and/or psychological well being of young adults with an intellectual
disability and nondisabled young adults in either sheltered employment, competitive
employment or unemployment. - (8) 308.

Job satisfaction of people with disabilities placed through a project with industry. - (8) 327.

Job satisfaction of persons in supported employment. - (8) 342.

Job search strategies for students with disabilities: A nuts and bolts approach. - (10) 30.

Job search success: A job acquisition and retention curriculum for high school seniors. - (7) 25.

Job search success: A job acquisition and retention curriculum for high school seniors. - (7) 27.

Job-related social skills interventions: Suggestions from managers and employees. - (8) 282.

Judgment of the social validity of instructional strategies used in community-based instructional sites. - (9) 230.

Just like everyone else: The changing image of disability. Spotlight on the independent living movement and the Americans with Disabilities Act. - (9) 99.

The JWOD Program and NISH: Making America strong by employing people with severe disabilities. - (7) 163.

-K-

Key components of model transition services for students with learning disabilities. - (8) 156.

Kim Mann. - (8) 254.

The Kurator Model in Denmark: A study of transition from school to work and working life for young disabled people, and coordination of services. - (7) 152.

-L-

Ladders to accommodation. - (8) 165.

Landmarks in the '90s for adults with learning disabilities. - (7) 229.

LD career success after high school. - (7) 391.

The Learn and Earn Program: A model for providing educational and vocational services to individuals with learning disabilities in community colleges. Final report. - (9) 56.

Learning a living: A blueprint for high performance. - (8) 132.

LEARNING DISABILITIES - Technical Assistance Leadership in Education for Nebraska Technical Schools (LD-TALENTS). Final report. - (7) 106.

Learning disabilities academic support group manual. - (9) 104.

Learning disabled adults in postsecondary education. - (7) 196.

The learning disabled: A longitudinal study of the transition from school to work. - (8) 130.

Learning styles of adults with severe psychiatric disability: Implications for psychoeducational programming. - (8) 220.

Least restrictive environment, inclusion, and students with disabilities: A legal analysis. - (10) 136.

Leisure instruction outcomes: Criterion performance, positive interactions, and acceptance by typical high school peers. - (7) 206.

Leisure-related peer preference choices of individuals with Down syndrome. - (9) 228.

Level of acceptance and implementation of best practices in the education of students with severe handicaps in Vermont. - (7) 349.

Life beyond the classroom: Transition strategies for young people with disabilities. - (8) 14.

Life skills instruction for all students with special needs: A practical guide for integrating real-life content into the curriculum. - (9) 119.

Life skills programming: Development of a high school science course. - (9) 312.

Living with disability in Guatemala. - (7) 331.

Living with the mixed message: The effects of government-sponsored evaluation requirements on the practice of evaluation. - (9) 167.

The LOGIC Project: Local options generated through interagency compatibility. Final report. - (7) 75.

Long term support: The critical element to sustaining competitive employment: Where do we begin? - (9) 194.

Longitudinal vocational programs: A review of current recommended practices for individuals with moderate to severe disabilities. - (8) 268.

LRE and the placement of students with severe disabilities. - (8) 311.

-M-

The Madison Vocational Evaluation Strategy. - (7) 131.

Mainstreaming students with learning disabilities: Are we making progress? - (9) 227.

- Making a difference: A wise approach. - (9) 97.
- Making activities meaningful for students with severe multiple disabilities. - (8) 302.
- Making decisions: A practical guide for executives who manage programs for people with developmental disabilities. - (8) 97.
- Making dreams happen: How to facilitate the MAPS process. - (9) 271.
- Making dreams happen: How to facilitate the MAPS process [videotape]. - (9) 272.
- Making sense of disability: Low-income, Puerto Rican parent's theories of the problem. - (8) 347.
- Making the grade: A report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. - (7) 280.
- Making the transition to postsecondary education and training. - (8) 124.
- Management response to disruptive behaviors by employees with developmental disabilities: A review and empirical study. - (9) 125.
- Managing evaluations. - (9) 160.
- Managing for quality: The Program Status Report. - (9) 124.
- Managing the aggressive behavior of adults disabled by autism in the community. - (9) 62.
- Master index to volumes 1-6: Annotated bibliography on transition from school to work (1985-1991) . - (7) 383.
- Master of science in rehabilitation with an emphasis in supported employment. - (7) 53.
- Mathews Street Center: A positive alternative. - (8) 241.
- Maximizing the continuum of care through prevention. - (9) 144.
- The McGill Action Planning System (MAPS) : A strategy for building the vision. - (9) 236.
- Meaning of play: Interpreting patterns in behavior of persons with severe developmental disabilities. - (8) 261.
- Measurement of work-related outcomes for students with severe disabilities. - (7) 203.
- Measurement of workforce readiness competencies: Design of prototype measures - (8) 108.

Measuring the activity patterns of adults with severe disabilities using the resident lifestyle inventory. - (7) 113.

Meeting the needs of employees with disabilities. - (7) 128.

Meeting the needs of youth with disabilities: Handbook for implementing community-based vocational education programs according to the Fair Labor Standards Act. - (10) 4.

Meeting the psychosocial needs of adolescents and adults with LD. - (7) 215.

Mental health services for deaf people. - (8) 193.

Mentor program: Policy and development manual. - (10) 162.

A meta-analysis of intervention research with problem behavior: Treatment validity and standards of practice. - (7) 208.

Mild brain injury: Critical factors in vocational rehabilitation. - (7) 329.

Milestone Reinforcer Survey. - (9) 217.

A model for including leisure education in transition services for young adults with mental retardation. - (7) 337.

A model program of community college special education for adults with mild retardation: Final report. - (7) 19.

A model systems approach to the rehabilitation of people with traumatic brain injury. - (9) 147.

Models of vocational rehabilitation for youths and adults with severe mental illness: Implications for AMERICA 2000 and ADA. - (8) 118.

Modifying daily practices to bridge transitions. - (9) 229.

More thoughts on empowerment. - (7) 327.

Mother's expectations for adolescent children: A comparison between families of adolescents with disabilities and those with non-labeled adolescents. - (9) 308.

Moving out: Transition policies for youth with serious emotional disabilities. - (7) 182.

Moving out into the world: Transitions from adolescence to adulthood. - (8) 275.

Multi-function needs assessment: The development of a functional assessment instrument. - (9) 138.

Multicultural clinical interactions. - (8) 330.

Multicultural life skills assessment of individuals with severe disabilities. - (10) 70.

The Multifaceted Lifestyle Satisfaction Scale (MLSS) : Psychometric properties of an interview schedule for assessing personal satisfaction of adults with limited intelligence. - (9) 311.

Must instructionally useful performance assessment be based in the curriculum? - (10) 75.

-N-

N.O.D./Harris Survey of Americans with disabilities. - (10) 115.

A nation at risk: The imperative for educational reform. - (7) 282.

The national agenda for achieving better results for children and youth with disabilities. - (10) 13.

National agenda for achieving better results for children and youth with serious emotional disturbance. - (10) 14.

National Conference on Self-determination - (7) 311.

National Disability Employment Awareness Month (NDEAM) Kit. - (7) 200.

The National Longitudinal Transition Study of Special Education Students: Report on procedures for the first wave of data collection (1987). - (8) 59.

The National Longitudinal Transition Study of Special Education Students: Report on sample design and limitations, wave 1 (1987). - (8) 61.

The National Longitudinal Transition Study of Special Education Students: Database documentation for the second wave of data collection (1990). - (9) 66.

The National Longitudinal Transition Study of Special Education Students: Report on procedures for the second wave of data collection (1990). - (10) 84.

National perspectives on integrated employment: State MR/DD agency trends. - (10) 17.

National resources for adults with learning disabilities. - (9) 237.

National survey of day and employment programs for persons with developmental disabilities: Results from state MR/DD agencies. - (7) 122.

National survey of day and employment programs: Results from state VR agencies. - (8) 36.

National survey of state information systems related to day and employment programs. - (7) 123.

National survey of state information systems related to day and employment programs. - (8) 37.

National trends in vocational rehabilitation: A comparison of individuals with physical disabilities and individuals with psychiatric disabilities. - (7) 290.

A national voting rights survey: Identifying potential barriers and accommodations for Americans with disabilities. - (7) 227.

Natural supports in school, at work, and in the community for people with severe disabilities. - (8) 1.

Natural supports: Reconceptualizing job coach roles. - (9) 249.

Needed research on evaluation: Approaching it from the context of transition programs for handicapped adolescents. - (7) 266.

Needs of learning disabled adults. - (8) 114.

A needs-assessment of agencies serving individuals with deaf-blindness: A national profile of transitional services. - (8) 247.

Neuropsychological indicators of employability following traumatic brain injury. - (7) 30.

New directions in the assessment of students with special needs: The shift toward a constructivist perspective. - (10) 62.

NEXT STEPS: The transition series. - (8) 263.

1992 Proceedings: Fifth Biennial Regional Conference on Postsecondary Education for Deaf and Hard-of-hearing persons. - (9) 333.

No more B.S.!: A realistic survival guide for disability rights activists. - (10) 10.

Nobody's burning wheelchairs. - (8) 218.

North Carolina Supported Employment and Transition Services Study. - (7) 15.

Nothing special: The perspectives of supportive co-workers. - (7) 41.

- Observations of students with learning disabilities in general education classrooms. - (9) 317.
- Older adults with developmental disabilities: Optimizing choice and change. - (8) 107.
- On the inside. - (7) 127.
- "On your own": A functional skills activity for adolescents with mild disabilities. - (9) 277.
- On-the-job training: A curricular approach to employment. - (8) 140 & (9) 306.
- One step at a time: A manual for families of children with hearing and vision impairments. - (8) 204.
- Open enrollment and students with disabilities: Issues, concerns, fears, and anticipated benefits. - (8) 355.
- Opening lines: How job developers talk to employers. - (9) 206.
- Orange County resources: A directory. Accessing community supports for independence. - (9) 344.
- Orange County resources: A directory. - (10) 97.**
- Organizational climate and workers with mental disabilities. - (7) 209.
- Organizational natural supports: The role of leadership in facilitating inclusion. - (10) 58.**
- Orientation and mobility training: Enhancing the employment prospects for people with blindness and visual impairments. - (7) 189.
- Our children, our hopes: Empowering African-American families of children with disabilities. - (9) 70.
- "Our voices count": Self advocacy now. - (8) 246.
- Outcome assessment in special education: Implications for decision-making and long-term planning in vocational rehabilitation. - (9) 209.
- Outcomes are for special educators too. - (8) 305.
- Outcomes for children and youth with disabilities: Secondary analysis of national data collection programs. - (9) 290.

Outreach from the regional centers to improve services for brain injury survivors in the community. - (9) 149.

An overview of the effectiveness of traditional vocational rehabilitation services in the treatment of long term mental illness. - (9) 188.

-P-

The PACT vocational model: A step into the future. - (7) 35.

Parent advocacy and children with disabilities: A history. - (10) 20.

Parent attitudes about residential placement before and after deinstitutionalization: A research synthesis. - (7) 178.

Parent involvement: A best practice or forgotten practice? - (9) 204.

Parent participation in the initial placement/IEP conference ten years after mandated involvement. - (9) 137.

Parent training and developmental disabilities. - (7) 378.

Parent-to-parent programs: Ongoing support for parents of young adults with special needs. - (8) 253.

Parent/student guide to transition. - (7) 249.

Parent/student transition handbook. - (8) 152.

Parental attitudes toward their child with a disability: Implications for rehabilitation counselors. - (8) 69.

Parental involvement in the vocational education of special needs youth: An evaluation and planning guide. - (8) 95.

Parents as Transition Helpers (PATH) : Final report. - (9) 30.

Parents of students with disabilities and open enrollment: Characteristics and reasons for transfer. - (9) 222.

Parents' reports of students' involvement with vocational rehabilitation agencies in the first years after secondary school: A report from the National Longitudinal Transition Study of Special Education Students. - (8) 62.

Parents: The critical team members. - (10) 23.

Part of the team - external version. - (8) 240.

Partial validation of a model of transition from school to adult environments. - (9) 92.

Participatory action research: Overview and implications for family members of persons with disabilities. - (8) 248.

Participatory action research and public policy. - (7) 216.

Partnership for success. - (9) 348.

Partnerships between therapists, parents, and children. - (9) 31.

Pathways to success at the University of Arkansas: College and careers for students with disabilities. - (10) 170.

Patterns of leisure activities of young adults with mild mental retardation. - (8) 324.

The PEC (Postsecondary Education Consortium) salutes graduates. - (9) 334.

Peer mentor network: Resource guide 1994/95. - (9) 341.

A peer-mediated social network intervention to enhance the social integration of persons with moderate and severe disabilities. - (7) 393.

People with disabilities: An update. - (7) 231.

Perceptions of aversiveness by supported employment supervisors and job coaches. - (9) 211.

Perceptions of teachers of students with moderate, severe, or profound disabilities on facilitating friendships with nondisabled peers. - (8) 339.

Perceptual and psychological factors in career decision-making of adolescents with and without cognitive disabilities. - (9) 72.

Personal characteristics and competence of people with mental retardation living in foster homes and small group homes. - (8) 361.

Personal competencies and community participation in small community residential programs: A multiple discriminant analysis. - (9) 205.

Perspectives of parents whose children have dual sensory impairments. - (7) 180.

Perspectives on disability. - (10) 7.

Perspectives on transition among Hispanic and disabled youth. - (8) 158.

Placement from a community-based mental retardation program: A 15-year follow-up. - (9) 208.

Planning for effective transition: Resource material to guide parents of children with disabilities in planning for transition to adult life. - (8) 223.

Planning for mainstreamed special education students: Perceptions of general classroom teachers. - (8) 300.

Policy report: A follow-up study of young adults with disabilities in Florida. - (7) 272.

Post-secondary education & persons with disabilities: Canadian annotated bibliography. - (10) 45.

Postschool status of students classified as mildly mentally retarded, learning disabled, or nonhandicapped: Does it get better with time? - (7) 334.

Postsecondary experiences of young adults with severe physical disabilities. - (7) 34.

Postsecondary program for adults with mild and moderate disabilities. - (8) 197.

Postsecondary school transition issues affecting the vocational rehabilitation of young adults with learning disabilities. - (9) 182.

The Practice Profile: An all-purpose tool for program communication, staff development, evaluation, and improvement. - (8) 39.

Predicting employment for students who leave special education high school programs. - (10) 122.

Predicting treatment outcome for behaviorally disordered adolescents: The City Lights Study. Final report. - (7) 103.

Prediction of residential independence of special education high school students. - (9) 198.

Prediction of supported employment placements by job developers. - (7) 336.

Preference: The missing link in the job match process for individuals without functional communications skills. - (8) 270.

Preferences for sources of social support of Hispanic male adolescents with mild learning handicaps. - (8) 290.

A preliminary evaluation of written individualized habilitation objectives and their correspondence with direct implementation. - (10) 128.

Preparation of persons with cognitive disabilities for employment: Learning keyboarding skills. - (7) 240.

Preparing for life: A manual for parents on the least restrictive environment. Volume II: Questions and answers. - (7) 225.

Pride in work: Perceptions of employers, service providers and students who are mentally retarded and learning disabled. - (7) 359.

The problem solvers: People with disabilities in engineering careers. - (9) 117.

Problem solving to prevent accidents in supported employment. - (7) 243.

Problem solving to prevent work injuries in supported employment. - (8) 102.

Proceedings of the Annual Pittsburgh Employment Conference for Augmented Communications (PEC@ '93) . - (9) 118.

Productive Youth in the Community: Final report. - (9) 22.

Professional attitudes: Group differences among vocational and special educators towards the employability of persons with severe disabilities. - (7) 362.

Profile of handicapped students in postsecondary education, 1987: 1987 National Postsecondary Student Aid Study. - (8) 31.

Profiles of youths with disabilities from the National Longitudinal Transition Study (NLTS) on secondary and postsecondary outcomes. - (8) 30.

The program effectiveness in special education task force report: Model for program quality in special education. - (8) 147.

Program evaluation for the Wyoming follow-up follow-along program - (8) 196.

Program quality indicators (PQI) : A checklist of most promising practices in educational programs for students with severe disabilities. - (9) 58.

Programs for adolescents with mild handicaps: Evaluating where we are and contemplating change. - (7) 136.

Project "Life Lab." - (8) 219.

Project ACTIVITY: Final report. - (8) 11.

Project Bridge: Final summation. - (9) 64.

Project Career program planning guide. - (10) 159.

[Project CAREER student curriculum guides.] - (7) 135.

Project Career. Final report: October 1, 1991-September 30, 1994. - (10) 158.

Project CAREER: Final report. - (7) 104.

Project COED: Bridge to the future from classroom to internship to career. A how to handbook for client success. - (10) 167.

Project COED: Career Opportunities Through Education for Persons with Disabilities. - (10) 1.

Project Employment. - (8) 243.

Project Exploration: Search for Self. - (8) 112.

Project Extra: Final report. - (8) 50.

Project final report [University of Oregon Follow-Along Project] - (8) 206.

[Project HAPPEN training manual.] - (7) 159.

The project management/evaluation diary. - (9) 164.

Project Origins. - (8) 245.

Project PARTnership: A model program for promoting self-determination through participation in the arts. Final report. - (9) 18.

Project PARTnership: Instructional kit. A model program for encouraging self-determination through access to the arts. - (9) 86.

Project PATH. - (7) 388.

Project PERT: Final report. - (7) 69.

Project PLACEMENT: Final report. - (7) 119.

Project POWER: Final report. - (8) 47.

Project Pride: A cross-cultural approach to empowerment of deaf and hard of hearing persons. - (10) 33.

Project SMILE: Final evaluation. - (8) 19.

Project T-QUAL: Toward a quality transition. Final report. - (8) 135.

Project TEST CORE: Technical and employability skills training for competitive occupation related employment. Final report. - (7) 88.

A project to increase the employability and job placement of Bakersfield College's disabled students: "Project Employment." - (8) 9.

Projections of education statistics to 2004. - (9) 262.

Promoting classroom adjustment and social skills for students with mental retardation within an experimental and control group design. - (8) 27.

Promoting competitive employment services for persons with severe handicaps through a coordinated longitudinal model: Final report. - (7) 90.

Promoting postsecondary education for students with learning disabilities: A handbook for practitioners. - (9) 120.

Promoting self-determination using the life centered career education curriculum. - (9) 74.

Promoting self-direction: Consumer involvement in regional RSA brain injury centers. - (9) 146.

A proposal for assessing integration. - (9) 220.

Providing supported employment opportunities: Parent guidelines. - (7) 76.

A psychometric evaluation of curriculum-based vocational assessment rating instruments used with students in mainstream vocational courses. - (9) 243.

Psychosocial issues following severe head injury in adolescence: Individual and family perceptions. - (7) 28.

Public attitudes toward people with disabilities. - (8) 141.

Purposeful integration ... Inherently equal. - (7) 198.

Put that person to work! A manual for implementors using the co-worker transition model. - (7) 58.

Putting ability to work: Disability, career development and employment. - (9) 340.

Putting youth with disabilities to work: A business-education partnership. Final evaluation report. - (7) 89.

PWI -- A model for job placement. - (8) 169.

-Q-

A qualitative analysis of mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors. - (9) 212.

Qualitative evaluation of transition projects. - (9) 168.

Qualitative methods in rehabilitation research. - (10) 78.

A qualitative policy study of the least restrictive environment provision of the Individuals with Disabilities Education Act. - (9) 225.

Quality improvement in employment and other human services: Managing for quality through change. - (8) 75.

Quality indicators applicable to rehabilitation service delivery programs. - (8) 40.

Quality indicators for family/professional partnership programs. - (8) 200.

Quality indicators of successful vocational transition programs. - (7) 149.

Quality of life as a conceptual framework for evaluating transition outcomes. - (7) 390 & (8) 359.

Quality of life as context for planning and evaluation of services for people with disabilities. - (8) 358.

Quality of life for workers with developmental disabilities: Fact or fiction? - (8) 296.

Quality of vocational outcomes for adults with disabilities: One fundamental impediment. - (7) 318.

The question of personal autonomy. - (8) 257.

-R-

Raising standards for American education: A report to Congress, the Secretary of Education, the National Education Goals Panel, and the American people. - (7) 154.

Real-life issues in job accommodation: Employers' and employees' perspectives. - (9) 322.

Realigning organizational culture, resources, and community roles: Changeover to community employment. - (10) 66.

Reconsidering the use of race as an explanatory variable in program evaluation. - (9) 45.

Reducing chronic noncompliance in an individual with severe mental retardation to facilitate community integration. - (9) 313.

Reflections on "Planning for mainstreamed special education students: Perceptions of general classroom teachers." - (8) 301.

Reflections on "Validity of the National Independent Living Skills Instrument." - (8) 299.

Reflections on "A qualitative analysis of mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors." - (9) 213.

Regular and special education principals' perceptions of an integration program for students who are intellectually handicapped. - (8) 176.

Rehabilitating a philosophy of rehabilitation. - (8) 84.

Rehabilitation Act Amendments and the Helen Keller National Center Act of 1992: Implications for consumers with hearing loss. - (9) 300.

The rehabilitation alliance. - (7) 296.

Rehabilitation counseling: Basics and beyond - (8) 55.

The rehabilitation counselor desk top guide to supported employment. - (7) 22.

Rehabilitation counselor education and case performance: An independent replication. - (8) 24.

Rehabilitation in Vermont. - (9) 11.

The rehabilitation needs of American Indians with disabilities in an urban setting. - (8) 329.

Rehabilitation robotics for individuals with disabilities. - (7) 238.

Reinventing quality: A sourcebook of innovative programs for quality assurance and service improvement in community settings. - (10) 126.

Related services for school-aged children with disabilities. - (9) 357.

Related services personnel in supported employment: Roles and training needs. - (7) 49.

Relationship between compliance with federal standards for independent living centers and diversity and amount of funding. - (7) 264.

Relationship between independent living skills and quality of life outcomes for young Americans with mild disabilities. - (7) 207.

Relationship between measures of adaptive functioning and community adjustment for adults with mental retardation. - (9) 132.

The relationship between social activities and school performance for secondary students with learning disabilities. - (8) 64.

Relationship of level of rehabilitation counselor education to rehabilitation client outcome in the Wisconsin Division of Vocational Rehabilitation. - (7) 29.

The relationship of rehabilitation counselor education to rehabilitation client outcome: A replication and extension. - (7) 285.

Relationships between personal assistance and productivity among Japanese adults with severe physical disabilities. - (7) 171.

Reliability and validity of the vocational assessment and curriculum guide. - (7) 293.

Report on sample design, Wave 2 (1990) : A report from the National Longitudinal Transition Study of Special Education Students. - (10) 83.

Research and practice in deafness: Issues and questions in education, psychology, and vocational service provision. - (9) 114.

A research based innovative placement program. - (7) 68.

Research on school-to-work transition programs in the United States. - (10) 117.

Research on the school-to-community transition of adolescents with behavior disorders: An annotated bibliography. - (7) 98.

Resource Directory 1993-1994. - (9) 256.

Resource guide for students with disabilities. - (10) 101.

Resources for Americans with Disabilities Act implementation: Business accommodation response teams. - (9) 323.

Respite care: A gift of time. - (9) 351.

Respondent agreement in follow-up studies of graduates of special and regular education programs. - (9) 314.

Responses to Working Paper 1: Conceptual model of educational outcomes for children and youth with disabilities. - (9) 288.

Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools. - (7) 276.

The resume guide for college students with disabilities. - (9) 343.

A review of business literature pertaining to the Americans with Disabilities Act: Who's talking to whom about what? - (10) 57.

Role of families in transition planning for young adults with disabilities: Toward a method of person-centered planning. - (8) 249.

The role of process evaluation activities in federal projects. - (9) 159.

The role of supported education in the inpatient treatment of young adults: A two-site comparison. - (10) 94.

The role of the entrepreneur in job placement. - (8) 171.

Roots and wings: A manual about self-advocacy. - (7) 223.

RRX catalog of exemplary programs and practices. - (8) 38.

RSA regional head injury centers: A resource list. - (9) 150.

Rural delivery model for vocational education. - (7) 306.

-S-

SCANS in the schools. - (8) 229.

The school programs and school performance of secondary students classified as learning disabled: Findings from the National Longitudinal Transition Study of Special Education Students. - (8) 60.

School to adult life: An analysis of student outcomes in applied research. - (10) 50.

School to community transition: A planning and procedures handbook for parents and teachers in LaPorte County. - (8) 224.

School to work transition for youths with disabilities: Resource papers. - (9) 214.

School to work transition for youths with disabilities: Program and abstracts. - (9) 215.

School to work transition: Identification of employment-related outcome and activity indicators. - (9) 41.

School-based vocational programs and labor laws: A 1990 update. - (7) 202.

The school-to-community transition experiences of hearing young adults and young adults who are deaf. - (10) 137.

The school-to-work connection. - (7) 232.

The School-To-Work Opportunities Act: Overview. - (10) 6.

School-to-work programs in postsecondary education. - (10) 155.

School-to-work transition of students with blindness or visual impairment. - (7) 188.

School-to-work: What does research say about it? - (10) 89.

Schooling without labels: Parents, educators, and inclusive education. - (8) 2.

A second look at the lives of participants in the Career Ladder Program. - (7) 147.

Secondary options for students with mild intellectual disabilities: Facing the issue of tracking. - (8) 293.

Secondary pathways to satisfaction: A model transition project. - (9) 21.

Secondary programs for students with developmental disabilities. - (7) 4.

The secondary school programs of students with disabilities: A report from the National Longitudinal Transition Study of Special Education Students. - (10) 81.

Secondary school students classified as seriously emotionally disturbed: How are they being served? - (10) 72.

Secondary special education and transition services: Identification and recommendations for future research and demonstration. - (8) 78.

Secondary special education and transition: A resource manual. - (10) 130.

Selected readings in transition. - (8) 367.

Selected readings in transition: Cultural differences, chronic illness, and job matching. - (9) 142.

Self determination: The road. Units I & II. - (9) 107.

The self-advocacy movement by people with developmental disabilities: A demographic study and directory of self-advocacy groups in the United States. - (10) 46.

A self-advocacy plan for high school students with learning disabilities: A comparative case study analysis of students', teachers', and parents' perceptions of program effects. - (9) 136.

Self-advocacy: A training manual. - (10) 169.

Self-Assessment of learning disabled and nondisabled college students: A comparative study. - (8) 178.

Self-determination and cultural relevancy. - (9) 109.

Self-determination and self-advocacy: A case of mistaken identity. - (9) 73.

Self-determination and the education of students with mental retardation. - (8) 279.

Self-determination for persons with disabilities: Choice, risk, and dignity. - (9) 219.

Self-determination: A literature review and synthesis. - (9) 282.

Self-determination: An annotated bibliography. - (9) 283.

Self-determination: Critical skills for outcome-oriented transition services. - (9) 71.

Self-determination: The journey to independence. A training unit in support of the Iowa Transition Initiative transition process model. - (10) 154.

Self-Determination: The Road to Personal Freedom. Final report. - (9) 105.

Self-determination: The road to personal freedom teaching manual. - (9) 106.

Self-determined transition and self-advocacy. - (7) 226.

Self-Directed IEP - (9) 68.

Self-management for students with mental retardation in public school settings: A research review. - (7) 351.

The self-management of skills by persons with mental retardation. - (9) 234.

Self-perceived job search skills of college students with disabilities. - (10) 73.

Self-reported self-esteem and depression: Indexes of psychosocial adjustment following severe traumatic brain injury. - (8) 23.

Service delivery issues in supported employment. - (7) 335.

Service delivery patterns for adults with mild mental retardation at community mental health centers. - (9) 253.

Services for students with disabilities in community colleges: Final report. - (9) 332.

Services for youth with disabilities after secondary school: A special topic report from the National Longitudinal Study of Special Education Students. - (10) 82.

Serving college students with disabilities: Implications for rehabilitation counselor education programs. - (9) 81.

Serving minority children who are severely emotionally disturbed and their families: The need for culturally competent systems of care. - (10) 24.

Serving special needs populations in postsecondary occupational education: A synthesis of program approaches. - (8) 205.

Serving students with disabilities in postsecondary education settings: A conceptual framework of program outcomes. - (9) 260.

Serving students with learning or cognitive disabilities effectively in two-year colleges: Seven exemplary approaches. - (8) 209.

Serving the nation's students with disabilities: Progress and prospects. - (9) 185.

The seven phase sequence for balancing naturalness and individual employee needs. - (10) 48.

Sexuality education for children and youth with disabilities. - (9) 354.

Sheltered employment and the second generation workshop. - (8) 334.

Should vocational assessment and supported employment be partners or competitors?: A research perspective. - (7) 228.

Simulated and in situ vocational social skills training for youths with learning disabilities. - (7) 142.

Skills and Knowledge for Self-Determination: Final report. - (9) 280.

Small agency conversion to community-based employment: Overcoming the barriers. - (8) 310.

Small group instruction for students with severe handicaps: A study of observational learning. - (7) 353.

Small group instruction: Guidelines for teachers of students with moderate to severe handicaps. - (8) 174.

Social and leisure integration of people with mental retardation in foster homes and small group homes. - (8) 284.

Social and vocational problems of adults with learning disabilities: A review of the literature. - (7) 162.

Social change and transitions to adulthood in historical perspective. - (9) 8.

Social climate of successful supported employment settings. - (7) 268.

Social contacts of adults with severe disabilities living in the community: A descriptive analysis of relationship patterns. - (7) 111.

Social evaluation of behaviors comprising three social skills and a comparison of the performance of people with and without mental retardation. - (7) 219.

Social integration and severe disabilities; A longitudinal analysis of child outcomes. - (7) 205.

Social integration in the workplace: An analysis of the interaction activities of workers with mental retardation and their co-workers. - (7) 343.

Social integration of older persons with mental retardation in residential facilities. - (7) 258.

The social interaction of mainstreamed high school students: An ethnographic inquiry. - (8) 73.

Social interactions in three supported employment options: A comparative analysis. - (7) 12.

Social judgments of integrated and segregated students with mental retardation toward their same-age peers. - (7) 350.

The social networks and activity patterns of adults with severe disabilities: A correlational analysis. - (7) 112.

Social recreation: A blind spot in rehabilitation? - (7) 377.

Social skills and classroom behavior among adolescents with mild mental retardation. - (8) 360.

Social skills for school and community: Systematic instruction for children and youth with cognitive delays. - (7) 278.

Social skills for the world of work and beyond: A curriculum designed to promote social skill development in college students with learning disabilities. - (7) 73.

Social support manual. - (7) 110.

Social support networks of adults with mental retardation who live at home. - (7) 108.

Social-skills interventions with adolescents: Current issues and procedures. - (9) 139.

Social-vocational skills of workers with and without mental retardation in two community employment sites. - (7) 193.

Social/emotional characteristics of adults with learning disabilities: Implications for service providers. - (9) 178.

Some answers from a survey of Javits-Wagner-O'Day employees. - (9) 15.

Some benefits nonhandicapped adolescents perceive for themselves from their social relationships with peers who have severe handicaps. - (8) 154.

Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. - (9) 316.

Sounding a certain trumpet: Case management as a catalyst for the empowerment of people with developmental disabilities. - (9) 85.

The Southern Appalachian Transition Education Project: Final report. - (8) 48.

Speak up for health: Young people with chronic illness and disabilities speak about independence in health care. - (7) 386.

Speak up for yourself and your future! A curriculum for building self-advocacy & self-determination skills. - (9) 270.

Speaking for themselves: Ethnographic interviews with adults with learning disabilities. - (10) 60.

Special education program evaluation: What should states consider? - (8) 195.

Special education programs: A guide to evaluation. - (8) 54.

Special education reform in light of select state and federal court decisions. - (9) 184.

Special education teachers' implementation of procedures to promote social interaction among children in integrated settings. - (7) 339.

The special educator 1994 desk book. - (10) 127.

State directors of special education transition programs: State definitions, and real and ideal teacher competencies. - (10) 47.

A State of California Interagency Model for Transition Follow-Up and Program Effectiveness - Final Reports. - (9) 329.

State practices in the assessment of outcomes for students with disabilities. - (9) 292.

State Resource Sheets. - (10) 151.

[State self-assessment tool.] - (7) 54.

State special education outcomes 1991: A report on state activities in the assessment of educational outcomes for students with disabilities. - (7) 380, (9) 297.

State Transition Systems Change Grantees Meeting summary - (8) 32.

A statewide transition database: What's happening in Florida. - (9) 245.

Statistical profile of special education in the United States, 1994. - (10) 49.

The status of transition services in Illinois: Are we responding to what students with disabilities want and need for life after high school? Transition Coordinating Council 1993 annual report. - (10) 173.

A status report to the nation on inclusion in employment of people with mental retardation. - (10) 53.

Steps to self-determination: The self-determination curriculum. - (9) 281.

Strategies for functional community-based instruction and inclusion for children with mental retardation. - (9) 252.

Strategies for increasing interactions in supported employment settings: A review. - (8) 22.

Strategies for teaching students with learning and behavior problems - (7) 120.

Strategies for teaching students with mild to severe mental retardation. - (8) 210.

Strategies to increase exercise-report correspondence by boys with moderate mental retardation: Collateral changes in intention-exercise correspondence. - (7) 67.

Structured case study methodology: Evaluation of outcomes in special education programs. - (7) 247.

Student Empowerment and Employment: A model career planning program for college students with disabilities. Final report. - (10) 164.

Student Empowerment and Employment: A model career planning program for college students with disabilities. Replication manual. - (10) 165.

Student guide to Title I of the Americans with Disabilities Act. - (10) 32.

Student Planning and Information Tracking System [software & manuals]. - (10) 147.

Student Planning and Information Tracking System [video production]. - (10) 174.

Student strategies: A coaching guide. Facilitating student directed life planning. - (9) 337.

Students who are blind or visually impaired in postsecondary education. - (9) 361.

Students who are deaf or hard of hearing in postsecondary education. - (9) 360.

Students with learning disabilities in college: The need for a programmatic approach to critical transitions. - (8) 121.

Students with mild disabilities in the secondary school. - (7) 7.

Study of employment and training options, choices and opportunities for Kentuckians with developmental disabilities: Final report. - (7) 174.

A study of faculty awareness of students with disabilities. - (8) 278.

A study of the social and vocational adjustment of young adults with mental retardation. - (7) 346.

Study of the University of Massachusetts at Amherst faculty's awareness of students with disabilities. - (8) 133.

Study of the University of Massachusetts at Amherst faculty's knowledge of disabilities, experience with educating students with disabilities, and attitudes that faculty possess towards students with disabilities. - (8) 172.

The subtle and salient points of program evaluation: An illustration from supported employment. - (7) 319.

Success as an adult -- Does gender make a difference for graduates with mental disabilities? - (9) 248.

Success for college students with learning disabilities. - (8) 106.

A successful competitive/supported employment program for people with severe visual disabilities. - (7) 184.

Successful focus groups: Advancing the state of the art. - (9) 130.

Suggestions for deciding between commercially available and locally developed assessment instruments. - (9) 172.

Supervising job coaches. - (8) 127.

Supplemental Security Income: Benefits and incentive provisions to assist people with severe disabilities toward economic self-sufficiency. - (7) 167.

Support interventions: A systems guide. Promoting student determined life choices. - (9) 336.

A support mechanism for the worker with a disability. - (8) 331.

Support networks for inclusive schooling: Interdependent integrated education. - (7) 245.

Supported and sheltered employment: Quality of life issues among workers with disabilities. - (7) 338.

Supported education and employment: An integrated approach. - (8) 201.

Supported education: A clubhouse experience. - (8) 188.

Supported employment (or what passes for it) in America: Comments on Beyond the Workshop. - (10) 91.

Supported employment and assistive technology for individuals with physical impairments. - (7) 235.

Supported employment and social validity. - (10) 69.

Supported employment and the quality of life: Does a job make a difference? - (8) 96.

Supported employment for individuals with dual sensory impairments and mental retardation: Current practice and future challenges. - (7) 185.

Supported employment for persons with severe disabilities: From research to practice. - (7) 10.

Supported employment for persons with severe physical disabilities: Survey of service providers. - (8) 35.

Supported employment for persons with developmental disabilities. - (9) 113.

Supported employment in Connecticut: An examination of integration and wage outcomes. - (7) 140.

Supported employment in rehabilitation education. - (7) 46.

Supported employment outcomes for people with psychiatric disability: A comparative analysis. - (7) 373.

Supported employment personnel: An assessment of their self-reported training needs, educational backgrounds, and previous employment experiences. - (7) 368.

Supported employment program evaluation: Evaluating degree of implementation and selected outcomes. - (7) 217.

Supported employment programs in Maryland: Personnel issues and training needs. - (7) 286.

Supported employment services for individuals with traumatic brain injury: A guide for service providers. - (7) 21.

Supported employment, consumer choice, and independence. - (8) 87.

Supported employment. - (8) 184.

Supported employment: Issues and resources. - (7) 97.

Supported employment: Providing integrated employment opportunities for persons with disabilities. - (7) 114.

Supported employment: Revolution, passing fad, or a remake of an old song? - (7) 44.

Supported employment: Strategies for integration of workers with disabilities. - (8) 4.

Supported employment: The right match. - (8) 238.

Supported employment: Working ideals. - (9) 12.

Supporting families: What they want versus what they get. - (10) 21.

A survey of accessibility to secondary vocational education programs and transition services for students with disabilities in Wisconsin. - (8) 295.

A survey of activity patterns and vocational readiness of young adults with physical disabilities. - (7) 210.

A survey of Fortune 500 corporate policies concerning the psychiatrically handicapped. - (7) 332.

A survey of safety concerns for students with special needs. - (8) 175.

Synthesis report update 1992: Policy groups and reports on assessing educational outcomes. - (9) 286.

Systemic educational policy. - (7) 273.

A systems change approach to improving secondary special education and transition programs at the community level. - (7) 358.

-T-

T B S (Transition Behavior Scale) Complete Kit. - (7) 6.

"Take one" extra effort. - (7) 91.

The task demonstration model: A concurrent model for teaching groups of students with severe disabilities. - (8) 350.

Taylor's story: Full inclusion in her neighborhood elementary school. - (9) 202.

Teacher ratings of instructional and setting demands in vocational education classes. - (8) 317.

Teaching a social skills problem-solving approach to workers with mental retardation: An analysis of generalization. - (7) 292.

Teaching employment skills to adolescents with mild and moderate disabilities using a constant time delay procedure. - (8) 349.

Teaching generalized skills to high school students with disabilities. - (8) 120.

Teaching persons with severe disabilities to use self-instruction in community settings: An analysis of applications. - (9) 257.

Teaching self-determination: Content and process. - (10) 146.

Teaching self-instruction utilizing multiple exemplars to produce generalized problem-solving among individuals with severe mental retardation. - (7) 38.

Teaching self-instructional skills to persons with mental retardation: A descriptive and experimental analysis. - (7) 313.

Teaching social perceptual skills to students with learning disabilities. - (8) 28.

Teaching social problem solving to learners with mild disabilities. - (9) 273.

Teaching social skills to youngsters with disabilities: A manual for parents. - (7) 222.

Teaching social skills to young children: A parent's guide. - (7) 252.

Teaching students with disabilities: Guidebook. - (10) 15.

Teaching students with moderate to severe disabilities: Use of response prompting strategies. - (7) 248.

Technical assistance needs assessment survey: Virginia Assistive Technology System. - (7) 322.

Technical assistance on a national scale: Efforts to improve and expand supported employment. - (9) 133.

TEMP/Kailani '93. - (9) 79.

Ten ways people with disabilities can empower themselves. - (9) 175.

Test-taking strategy instruction for adolescents with learning disabilities. - (7) 267.

The principal integrator: A practical guide for school level administration to develop integration practices. - (7) 130.

"Their senior year": Family and service provider perspectives on the transition from school to adult life for young adults with disabilities. - (9) 318.

Theoretical structure of career maturity for rural adolescents with learning disabilities. - (9) 258.

Thirteenth Year VTI Career Success Program: Final report. - (9) 26.

Time management instruction for older students with learning disabilities. - (9) 267.

Time to work. - (7) 387.

To drop out or not: At-risk students' perspectives and experiences. - (8) 74.

Too high, too low, too young: An ethnography of teachers' curriculum and instruction decisions for students with severe disabilities. - (8) 283.

Tools for transition. - (7) 42.

Tools of the trade -- A hands-on training program for supported employment personnel. - (7) 121.

Toward a model of vocational development of people with disabilities. - (7) 265.

Toward a national agenda for supported employment. - (10) 52.

Toward defining and measuring social skills in employment settings. - (7) 72.

Toward the development of a second generation computerized job-matching system for persons with disabilities: A conceptual framework. - (7) 283.

Traditional Native American values: Conflict or concordance in rehabilitation? - (8) 332.

Training job coaches to serve employees with multiple and low-incidence disabilities: Implications for the 1990s. - (7) 48.

Training needs in vocational assessment and adjustment: Organizational and occupational perspectives. - (8) 71.

Training programs for working with older American Indians who are visually impaired. - (9) 10.

Training self-advocacy skills to adults with mild mental handicaps. - (7) 323.

TRANSACT: Final report. - (7) 107.

Transdisciplinary vocational assessment: Issues in school-based programs. - (9) 93.

The transition experiences of young people with disabilities: A summary of finding from the National Longitudinal Transition Study of Special Education Students. - (10) 85.

Transition for young people with disabilities: Challenges for the 1990's. - (8) 292.

Transition from school to adult life: Models, linkages, and policy. - (7) 192.

Transition from school to adult life: Foundations, best practices, and research directions. - (8) 148.

Transition from school to adulthood: Case studies of adults with learning disabilities who dropped out of school. - (8) 354.

Transition from school to career: A curriculum developed to facilitate the transition from college to the workplace for students with learning disabilities. - (8) 113.

Transition from school to integrated communities. - (7) 71.

The transition from school to work for students who are mentally retarded: Focus on the family. - (7) 99.

Transition from school to work: Views of secondary special educators. - (8) 280.

Transition from school to young adulthood: Four case studies of young adults labelled mentally retarded. - (9) 240.

Transition goals for adolescents with learning disabilities. - (7) 5.

Transition Information Network System (TINS) . - (10) 143.

A transition model for postsecondary-bound students with learning disabilities. - (7) 177.

A transition model for supported employment services: Final report. - (8) 49.

The transition of students with learning disabilities: A case study. - (7) 230.

Transition planning: A guide for parents and professionals - (9) 44.

Transition policy: Infusing self-determination and self-advocacy into transition programs. - (9) 264.

Transition project video 1991 - (8) 45.

Transition resource directory: A planning aid for parents and students with special needs - (9) 196.

Transition resource guide. - (9) 255.

Transition services beyond graduation: State policies and perspectives. - (8) 266.

Transition services for youth with mild disabilities: Do they exist, are they needed? - (7) 361.

Transition services for youths who are deaf-blind: A "best practices" guide for educators. - (10) 176.

Transition services in large school districts: Practical solutions to complex problems. - (7) 304.

Transition services in the IEP [issue title]. - (8) 150.

Transition services personnel preparation: A collaborative program. - (10) 64.

Transition strategies for persons with learning disabilities. - (10) 59.

Transition strategies that work: Profiles of successful high school transition programs. - (8) 262.

Transition to adult life for individuals with disabilities: Print and media resources. - (8) 153.

The transition to college for students with visual impairments: Executive Summary. - (9) 342.

- Transition to work programs in rural areas: Developing collaborative ethic. - (9) 224.
- Transition to work: Addressing the challenges of deaf-blindness. - (7) 148.
- Transition: A handbook for parents, students & advocates. - (9) 338.
- Transition: A handbook for parents, students, and advocates. - (10) 96.**
- Transition: Life-span and life-space considerations for empowerment. - (9) 122.
- Transition: Old wine in new bottles. - (7) 169.
- Transitional services for troubled youth. - (7) 66.
- Transitioning students with physical and multiple disabilities to supported employment. - (7) 102.
- Transitions in care for young adults with special health needs - (8) 198.
- Traumatic Brain Injury Transition Project: Evaluation protocol. - (9) 346.
- Traumatic Brain Injury Transition Project: Outreach protocol. - (9) 347.
- Traumatic brain injury: A public policy analysis from a state perspective. - (9) 145.
- Traversing the mainstream: Regular education and students with disabilities in secondary school: A special topic report from the National Longitudinal Transition Study of Special Education Students. - (10) 87.**
- Tribal college student attitudes toward accommodations for students with learning disabilities. - (8) 226.
- Tutor resource manual: Tutoring students in the community college. - (10) 156.**
- Two-year follow-up of the competitive employment status of graduates with developmental disabilities. - (8) 297.
- Type and frequency of social interaction among workers with and without mental retardation. - (8) 363.
- U-
- U.A.L.R. faculty handbook: Teaching students with learning differences & accommodation needs. - (10) 172.**
- Uncertainty in benefit-cost analysis of supported employment. - (7) 320.

Unlock coworker potential in competitive employment: Keys to a cooperative approach. - (8) 273.

Urban young adults with mental retardation: Job training, job placement, and job retention. - (9) 274.

Use of comparison group designs in transition studies. - (7) 316.

The use of extended follow-along procedures in a supported employment setting. - (7) 355.

The use of follow-up studies for improving transition planning for young adults with learning disabilities. - (9) 176.

Use of partial-sequential withdrawal design to assess maintenance of mentally retarded adults' acquired meal preparation skills. - (7) 303.

The use of self-control with an adolescent disabled by autism in the transition from school to work. - (9) 63.

The use of self-management procedures by people with developmental disabilities: A brief review. - (9) 233.

Using a project portfolio: Empowerment evaluation for model demonstration projects. - (9) 295.

Using a social guide to improve social relationships of people with severe disabilities. - (8) 313.

Using cognitive-process approach to teach social skills. - (7) 298.

Using general-case instruction to teach spontaneous and generalized requests for assistance to learners with severe disabilities. - (9) 199.

Using quality-of-life indicators in rehabilitation program evaluation. - (7) 64.

The Utah Community Employment Placement Project: Final report. - (8) 42.

Utilizing evaluation results - (9) 166.

Utilizing impact assessment as a strategy in transition programs. - (9) 156.

Utilizing self-management procedures to teach independent performance. - (7) 279.

Utilizing self-management to teach independence on the job. - (7) 295.

Valencia Community College: Final report. - (7) 17.

The validation of generalizable reasoning skills assessment instruments for students with disabilities. - (7) 340.

Validity of the microcomputer evaluation screening and assessment aptitude scores. - (7) 32.

Validity of the National Independent Living Skills Screening Instruments. - (8) 298.

Variables associated with in-school and after-school integration of secondary students with severe disabilities. - (7) 352.

VCU-RRTC computerized consumer/job match. User's guide. Beta release 4.2 - (7) 145.

Vermont's Post-School Indicators Project: Final Report. Using satisfaction and student outcome information for program improvement. - (8) 131.

Vermont's school-based supported employment model: Final report. - (7) 24.

A vision for the future: Promoting choice and self-determination for youth with severe disabilities. A training unit in support of the Iowa Transition Initiative transition process model. - (10) 153.

Visual-motor efficiency of adults with multiple and visual disabilities: An assessment and intervention model. - (7) 183.

Vocational and Literacy Development for the Mildly Handicapped Offender (VALE) : Final report. - (7) 87.

Vocational and transition services needed and received by students with disabilities during their last year of high school. - (9) 247.

Vocational assessment: A guide for parents and professionals. - (9) 352.

Vocational diagnosis and job placement of severely challenged workers. - (7) 253.

Vocational Education to Work: Component guides - (7) 173.

Vocational evaluation and traumatic brain injury: A procedural manual. - (7) 8.

Vocational integration index: Measuring integration of workers with disabilities. - (8) 230.

Vocational manual for food service training of the disabled. - (10) 157.

Vocational outcomes following psychosocial rehabilitation: A longitudinal study of three programs. - (7) 374.

Vocational preparation and employment of students with physical and multiple disabilities. - (7) 2.

Vocational rehabilitation following traumatic brain injury. - (9) 148.

Vocational rehabilitation of drug-free youths. - (8) 146.

Vocational rehabilitation of people of Hispanic origin. - (8) 161.

Vocational rehabilitation of persons with disabilities: Family inclusion. - (8) 192.

Vocational rehabilitation outcome measures: The probability of employment and the duration of periods of employment. - (7) 164.

Vocational rehabilitation outcomes for persons with psychiatric disabilities: An update. - (7) 375.

Vocational rehabilitation outcomes: National perspectives from 1985 and 1988. - (10) 19.

Vocational rehabilitation: A risky business when family matters. - (8) 256.

Vocational status of persons with spinal cord injury living in the community. - (9) 303.

Vocational training and employment of the moderately and severely handicapped and autistic adolescent with particular emphasis to bilingual special education. - (9) 112.

Vocational training for secondary-level students with severe disabilities. - (8) 303.

Voices from the field: 30 expert opinions on America 2000, the Bush Administration strategy to "reinvent" America's schools. - (7) 92.

-W-

The wage effects of supported employment. - (8) 306.

What happens next? Trends in postschool outcomes of youth with disabilities. The second comprehensive report from the National Longitudinal Transition Study of Special Education Students. - (8) 207.

What makes a difference? Factors related to postsecondary school attendance for young people with disabilities. - (10) 79.

What the 'V' word is costing America's economy. - (8) 179.

What work requires of schools: A SCANS report for America 2000. - (7) 190.

When the best is not good enough: An examination of best practice. - (8) 93.

Where people with autism work. - (9) 123.

Winners all: A call for inclusive schools. - (9) 140.

With a little help from their friends: Use of social support systems by persons with retardation. - (7) 308.

Work experience manual: Development and procedures. - (10) 161.

Work satisfactoriness of former clients with severe handicaps to employment. - (7) 330.

Work-related accident causes: A neglected transitional area. - (7) 244.

The Workability Program: "A partnership for success" - (8) 244.

Working Papers - June, 1993 - (9) 83.

A working relationship: The job development specialist's guide to successful partnerships with business. - (10) 12.

Working together to employ youth with disabilities. - (9) 78.

Working together: Workplace culture, supported employment, and persons with disabilities. - (9) 17.

Working toward inclusive schools: Guidelines for developing a building-based process to create change. - (10) 88.

Working with persons with traumatic brain injury. - (8) 183.

Workplace of the '90s. - (9) 101.

Workplace responsiveness: Key employer characteristics in support of job maintenance for people with mental illness. - (9) 191.

Workplace social skills and individuals with learning disabilities. - (9) 181.

"Would I be able to..."? Teaching clients to assess the availability of their community living life style preferences. - (9) 203.

-Y-

The yardstick of social validity: Evaluating quality of life as perceived by adults without disabilities. - (8) 291.

Young adults who are hearing and deaf in a transition study: Did they and their parents supply similar data? - (9) 218.

Young deaf adults and the transition from high school to postsecondary careers. - (10) 90.

Youth with disabilities: How are they doing? The first comprehensive report from the National Longitudinal Transition Study of Special Education Students. - (8) 6.

**CUMULATIVE LISTING OF
TRANSITION INSTITUTE DOCUMENTS IN ERIC***

Chadsey-Rusch, Janis (1985).

The project directors' annual meeting. Champaign, IL: Secondary Transition Intervention Effectiveness Institute, (funded through Office of Special Education Programs, OSERS, U.S. Dept. of Education (contract #300-85-0160). ERIC Document Reproduction Service No. ED 279 120.

Chadsey-Rusch, Janis (1987).

Project directors' third annual meeting: Conference proceedings. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 303 003.

Chadsey-Rusch, Janis (1988).

Social ecology of the workplace. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 300 956.

Chadsey-Rusch, Janis (1989).

Project directors' fourth annual meeting. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois. ERIC Document Reproduction Service No. ED 318 167.

Chadsey-Rusch, Janis; Hanley-Maxwell, Cheryl; Phelps, L. Allen; & Rusch, Frank R. (1986).

School-to-work transition issues and models. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 279 121.

*(Educational Resources Information Center, The National Institute of Education, U.S. Department of Education, Washington, DC)

Chadsey-Rusch, Janis; & Levy, Merle (Eds.) (1987).

Project directors' second annual meeting. Conference proceedings. Washington, DC. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 329 063.

Decoteau, J. Patrick; Leach, Lynda G.; & Harmon, Adrienne S. (1986).

Handbook for Project Directors. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Funded through Office of Special Education Program, OSERS, U.S. Dept. of Education, contract #300-85-0160). ERIC Document Reproduction Service No. ED 279 117.

DeStefano, Lizanne; Linn, Robert; & Markwood, Martha (1987).

Review of student assessment instruments and practices in use in secondary/transition projects. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 291 170.

DeStefano, Lizanne; & Rusch, Frank R. (1987).

Supported employment in Illinois: Assessment issues (Vol. 2). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. (Sponsoring Agency: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 291 172.

DeStefano, Lizanne; & Snauwaert, Dale (1989).

A value-critical approach to transition policy analysis. Champaign, IL: Secondary Transition Intervention Effectiveness Institute, University of Illinois. ERIC Document Reproduction Service No. ED 310 610.

DeStefano, Lizanne; & Wagner, Mary (1991).

Outcome assessment in special education: Lessons learned. Champaign, IL: University of Illinois; and Menlo Park, CA: SRI International. ERIC Document Reproduction Service No. ED 327 565.

Dowling, Jane; & Hartwell, Cindy (1987).

Compendium of project profiles 1987. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 291 169.

Dowling, Jane; & Hartwell, Cindy (1988).

Compendium of project profiles 1988. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 300 991.

Gonzalez, Patricia; Carren, Michael S.; & Lai, Yee-Rong (1990).

Compendium of project profiles: 1990. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 331 237.

Grayson, Thomas E.; Harmon, Adrienne S.; Leach, Lynda N.; Wallace, Ben F.; & Huang, Hui-Ju (1993).

Compendium of Transition Model Programs 1993. Champaign: University of Illinois, Transition Research Institute at Illinois. ERIC Document Reproduction Service No. ED 366 124.

Harmon, Adrienne S. (Comp.) (1991).

Master index to volumes 1-6: Annotated bibliography on transition from school to work (1985-1991). Champaign: Transition Research Institute at Illinois, University of Illinois. ERIC Document Reproduction Service No. ED 342 196.

Harmon, Adrienne S.; & Leach, Lynda N. (1990).

Annotated bibliography on transition from school to work (Vol 5). Champaign: University of Illinois, College of Education, Secondary Transition Intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 332 428.

Harnisch, Delwyn L.; Chaplin, Carolyn C.; Fisher, Adrian T.; & Tu, Jho-Ju. (1986).

Transition literature review on educational, employment, and independent living outcomes. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 279 122.

Harnisch, Delwyn L.; & Fisher, Adrian T. (1989).

Transition literature review: Educational, employment, and independent living outcomes (Vol. 3). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 315 984.

Harnisch, Delwyn L.; & Fisher, Adrian T. (1989).

Digest on youth in transition (Vol. 2). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 318 163.

Harnisch, Delwyn L.; Fisher, Adrian T.; Kacmarek, Peter A.; & DeStefano, Lizanne (1987).

Transition literature review: Educational, employment, and independent living outcomes (Vol. 2). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 294 383.

Harnisch, Delwyn L.; Lichtenstein, Stephen J.; & Langford, James B. (1986).

Digest on youth in transition. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 279 118.

Harnisch, Delwyn L.; Wermuth, Thomas R.; & Rusch, Frank R. (1992).

Selected readings in transition. Champaign: University of Illinois, Transition Research Institute at Illinois. ERIC Document Reproduction Service No. ED 349 728.

Harpring, Sharon A.; Haenn, Joseph F.; Hocutt, Anne M.; Cook, Thomas J.; & Duntelman, George H. (1986).

A handbook for evaluating secondary/transition projects for handicapped students. [Technical Assistance Component - Secondary Transition Intervention Effectiveness Institute]. Research Triangle Park, NC: Center for Educational Studies. Research Triangle Institute. ERIC Document Reproduction Service No. ED 308 659.

Heal, Laird W.; Haney, Janell I.; Bamman, Vicki; & Phelps, L. Allen (1986).

First annual monograph: Meta-analysis evaluation group. Champaign: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 279 125.

Johnson, John R.; & Rusch, Frank R. (1992).

Educational reform and special education: Foundations for a national research agenda focused upon secondary education. Submitted for publication. ERIC Document Reproduction Service No. ED 358 608.

Kohler, Paula D.; & Rusch, Frank R. (1994).

Employment of youths with disabilities: Outcomes, activities, and indicators. Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign. ERIC Document Reproduction Service No. ED 371 521.

Kohler, Paula D.; & Rusch, Frank R. (1994).

Promoting employment for youths in transition: Outcomes, activities, and indicators. ERIC Document Reproduction Service No. ED 371 522. In Employment of youths with disabilities: Outcomes, activities, and indicators. Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

Kohler, Paula D.; & Rusch, Frank R. (1993).

School to work transition: Identification of employment-related outcome and activity indicators. Unpublished manuscript, Transition Research Institute, University of Illinois at Urbana-Champaign. ERIC Document Reproduction Service No. ED 371 523.

Kohler, Paula D.; Johnson, John R.; Chadsey-Rusch, Janis; & Rusch, Frank R. [Eds.] (1993).

Transition from school to adult life: Foundations, best practices, and research directions. Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign. ERIC Document Reproduction Service No. ED 358 607.

Lagomarcino, Thomas R.; Hughes, Carolyn; & Rusch, Frank R. (Eds.) (1988).

Self-management: Facilitating employee independence in supported employment settings (Vol. 4). Champaign, IL: Secondary Transition Intervention Effectiveness Institute, University of Illinois. ERIC Document Reproduction Service No. ED 308 647.

Leach, Lynda N. (1991).

Compendium of Project Profiles: 1991. Champaign: Transition Research Institute at Illinois, University of Illinois. ERIC Document Reproduction Service No. ED 342 193.

Leach, Lynda Nash; & Harmon, Adrienne Seccia (1986).

Annotated bibliography on transition from school to work (Vol. 1). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 279 115.

Leach, Lynda N.; & Harmon, Adrienne S. (1987).

Annotated bibliography on transition from school to work (Vol. 2). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC) ERIC Document Reproduction Service No. ED 291 168.

Leach, Lynda N.; & Harmon, Adrienne S. (1988).

Annotated bibliography on transition from school to work (Vol. 3). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 303 026.

Leach, Lynda N.; & Harmon, Adrienne S. (1989).

Annotated bibliography on transition from school to work (Vol. 4). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. College of Education. University of Illinois. ERIC Document Reproduction Service No. ED 318 166.

Leach, Lynda N.; & Harmon, Adrienne S. (1991).

Annotated bibliography on transition from school to work (Vol. 6). Champaign: Transition Research Institute at Illinois, University of Illinois. ERIC Document Reproduction Service No. ED 342 195.

Leach, Lynda Nash; & Harmon, Adrienne Seccia (1992).

Annotated bibliography on secondary special education and transitional services (Vol. 7). Champaign: University of Illinois, Research Institute at Illinois. ERIC Document Reproduction Service No. ED 353 718.

Leach, Lynda Nash; & Harmon, Adrienne Seccia (1993).

Annotated bibliography on secondary special education and transitional services (Vol. 8). Champaign: University of Illinois at Urbana-Champaign, Transition Research Institute at Illinois. ERIC Document Reproduction Service No. ED 366 125.

Linn, Robert; & DeStefano, Lizanne (1986).

Review of student assessment instruments and practices in use in the Secondary/Transition Project. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 279 123.

McCaughrin, Wendy B.; & Rusch, Frank R. (1990).

Supported employment in Illinois: A benefit-cost analysis during the first two years (Vol. 7.). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 329 053.

McNair, Jeff; & Rusch, Frank R. (1989).

The Co-worker Involvement Instrument. Unpublished manuscript. Secondary Transition Intervention Effectiveness Institute, University of Illinois, Champaign. ERIC Document Reproduction Service No. ED 323 702.

Phelps, L. Allen; Decoteau, J. Patrick; Frasier, James; Lichtenstein, Stephen; Markward, Martha; Ramsey, Sherry; Thomas, Roosevelt; & Violas, Patricia (1986).

Compendium of project profiles. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 279 119.

Rugg, Deborah (1989).

Compendium of project profiles: 1989. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 316 987.

Rusch, Frank R. (1987).

Second annual report. 1987. Secondary Transition Intervention Effectiveness Institute. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 329 064.

Rusch, Frank R. (Ed.) (1990).

Research in secondary special education and transitional employment. Champaign, IL: University of Illinois, Secondary Transition Intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 331 228.

Rusch, Frank R.; & DeStefano, Lizanne (1988).

Secondary/Transition Intervention Effectiveness Institute: Third annual report. Champaign, IL: The Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 304 818.

Rusch, Frank R.; & DeStefano, Lizanne (1989).

Fourth annual report - 1989: Secondary Transition Intervention Effectiveness Institute. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 319 222.

Rusch, Frank R.; Hughes, Carolyn; Johnson, John R.; & Minch, Kathleen E. (1991).

Descriptive analysis of interactions between co-workers and supported employees. Mental Retardation, 29(4), 207-212. ERIC Document Reproduction Service No. ED 323 703.

Rusch, Frank R.; Hughes, Carolyn; & Kohler, Paula D. (1991).

Descriptive analysis of secondary special education and transition services model programs (CFDA Nos. 84.158C, 84.128A, 84.023G, 84.078C, and 84.078B). Champaign: Secondary Transition Intervention Effectiveness Institute, University of Illinois. ERIC Document Reproduction Service No. ED 342 194.

Rusch, Frank R.; McNair, Jeff; & DeStefano, Lizanne (1986).

School-to-work research needs. Champaign, IL: Secondary Transition intervention Effectiveness Institute. ERIC Document Reproduction Service No. ED 279 124.

Rusch, Frank R.; Minch, Kathleen E.; & Hughes, Carolyn (1989).

Evaluating the role of job site supervisors in the long-term employment of persons with severe disabilities: Focus on supported employment. Journal for Vocational Special Needs Education, 12(1), 9-15. ERIC Document Reproduction Service No. ED 323 704.

Seta, Julie (1989).

Supported employment in Illinois: Compendium of program profiles. 1988-1989. (Vol. 6). (A publication of the Illinois Supported Employment Project.) Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois at Urbana-Champaign. ERIC Document Reproduction Service No. ED 315 985.

Stake, Robert E. (1986).

Issues in research on evaluation: Improving the study of transition programs for adolescents with handicaps. Champaign, IL: Secondary Transition Intervention Effectiveness Institute. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 279 116.

Stake, Robert E.; Denny, Terry; & DeStefano, Lizanne (1989).

Perceptions of effectiveness: Two case studies of transition model programs. Champaign, IL: Secondary Transition Intervention Effectiveness Institute, University of Illinois. ERIC Document Reproduction Service No. ED 311 662.

Tines, Jeffrey; Rusch, Frank R.; & McCaughrin, Wendy B. (1989).

Supported employment in Illinois: Benefits versus costs (Vol. 5) (With an Introduction by Ronald W. Conley). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 309 589.

Trach, John S.; & Rusch, Frank R. (1987).

Supported employment in Illinois: Program implementation and evaluation (Vol. 1). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. (Sponsoring Agency: U. S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs, Washington, DC). ERIC Document Reproduction Service No. ED 291 171.

Tu, Jho-Ju; & Shih, W. K. (1992).

Compendium of Project Profiles: 1992. Champaign: University of Illinois, Transition Research Institute at Illinois. ERIC Document Reproduction Service No. ED 353 717.

Winking, Deborah L. (1988).

Supported employment in Illinois: Compendium of program profiles. 1987-1988. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute, Illinois Supported Employment Project. ERIC Document Reproduction Service No. ED 300 957.

Winking, Debbie L.; DeStefano, Lizanne; & Rusch, Frank R. (1988).

Supported employment in Illinois: Job coach issues (Vol. 3). Champaign, IL: Secondary Transition Intervention Effectiveness Institute. University of Illinois. ERIC Document Reproduction Service No. ED 295 407.

**OSERS PROJECT PRODUCT LISTING
VOLUME 10**

84.078C

Postsecondary Demonstration Projects

1.

ARC (Association for Retarded Citizens of Dallas) (n.d.).

Project COED: Career Opportunities Through Education for Persons with Disabilities.
Dallas, TX: Author. (OSERS File No. 303)

26.

Amsden, F. Skip (1994).

Eastern Washington University - Career Placement Opportunities for Students with Disabilities [final report]. Cheney, WA: Eastern Washington University, Office of Disabled Student Services. (OSERS File No. 302)

27.

Eastern Washington University (n.d.).

Higher education and the ADA: Overview for staff [Videocassette]. Cheney, WA: Author. (OSERS File No. 302)

28.

Eastern Washington University (n.d.).

Higher education and the ADA: Overview for faculty [Videocassette]. Cheney, WA: Author. (OSERS File No. 302)

29.

Eastern Washington University (n.d.).

Higher Education and the ADA: Job search strategies for students with disabilities [Videocassette]. Cheney, WA: Author. (OSERS File No. 302)

30.

Horsman, Kelley (1994).

Job search strategies for students with disabilities: A nuts and bolts approach. Cheney, WA: Eastern Washington University. (OSERS File No. 302)

31.

Raver, Karen K.; & Smith, Deborah J. (n.d.).

Eastern Washington University faculty/staff handbook: A guide for disability services.
Cheney, WA: Eastern Washington University, Disabled Student Services. (OSERS File No. 302)

32.

Smith, Deborah J. (n.d.).

Student guide to Title I of the Americans with Disabilities Act. Cheney, WA: Eastern Washington University, Career Opportunities Program. (OSERS File No. 302)

36.

York Technical College ([1994]).

[Final report: Learning Enhanced Achievement Program (LEAP)]. Rock Hill, SC:
Author. (OSERS File No. 250)

37.

Lenker, James A. (1993).

Final report: Assistive Technology On Campus. Buffalo, NY: State University of New York-Buffalo. (OSERS File No. 255)

39.

Ettinger, Judith (1994).

Final report: Enhancing Career Placement Services for Students with Disabilities in Community and Technical Colleges Madison, WI: University of Wisconsin-Madison, Center on Education and Work. (OSERS File No. 298)

98.

Thompson, Anne R. (1994).

Final report: Career Development Project. Mississippi State: Mississippi State University, Department of Counselor Education and Educational Psychology. (OSERS File No. 306)

99.

Satcher, Jamie; & Dooley-Dickey, Katherine (n.d.).

College students' guide to the Americans with Disabilities Act of 1990 (Title I).
Mississippi State, MS: Mississippi State University, Career Development Project. (OSERS File No. 306)

100.

Crockett, Kathy; Thompson, Anne; & Wade, Kathy (n.d.).

Guide to job seeking & retention for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (OSERS File No. 306)

101.

Holland, Jane A.; Thompson, Anne R.; & Bethea, Leslie L. (n.d.).

Resource guide for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (OSERS File No. 306)

102.

Holland, Jane A.; Thompson, Anne R.; & Fishel, Kelly H. (n.d.).

Guide to interview skills for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (OSERS File No. 306)

109.

Arrowhead Community Colleges, Northeastern Minnesota (1994).

EASE Project: Equal access for students to education and experience. Virginia, MN: Mesabi Community College. (OSERS File No. 304)

111.

Arrowhead Community Colleges (1994).

EASE Project: Equal access for students to education and experience [Final report]. Virginia, MN: Author. (OSERS File No. 304)

120.

Aune, Betty (Ed.) (1994).

Career development, employment, and technology for college students and graduates with disabilities: An annotated bibliography. 1994 Edition. Minneapolis: Career Connections and Careers On-Line, Disability Services, University of Minnesota. (OSERS File No. 291 & 352)

121.

Altschul, Peter; & Michaels, Craig A. (n.d.).

Access to Employment: Building career opportunities for college and graduate students with disabilities. Unpublished manuscript, National Center for Disability Services, Albertson, NY. (OSERS File No. 338)

131.

Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 1: Providing effective services. Madison, WI: Center on Education and Work. (OSERS File No. 298)

132.

Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 2: Training for delivery of effective services. Madison, WI: Center on Education and Work. (OSERS File No. 298)

133.

Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 3: Students with disabilities in postsecondary education: An annotated bibliography. Madison, WI: Center on Education and Work. (OSERS File No. 298)

147.

Northeast Metro Technical College (1994).

Student Planning and Information Tracking System [Software, Manual, and Maintenance Manual]. White Bear Lake, MN: Author. (OSERS File No. 295)

148.

Metropolitan Community Colleges (n.d.).

Americans with Disabilities Act: Management Training Resources. Kansas City, MO: Author. (OSERS File No. 301)

156.

Roberts, Violet Cain (n.d.).

Tutor resource manual: Tutoring students in the community college. Virginia, MN: Arrowhead Community College Region, E.A.S.E. Project. (OSERS File No. 304)

158.

Roessler, Richard T. (1994).

Project Career. Final report: October 1, 1991-September 30, 1994. Fayetteville, AR: Arkansas Research and Training Center in Vocational Rehabilitation, Department of Rehabilitation Education and Research, University of Arkansas. (OSERS File No. 297)

159.

Rumrill, Phillip D., Jr.; Roessler, Richard T.; Brown, Patricia L.; & Boen, Linda L. (1994). Project Career program planning guide. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (OSERS File No. 297)

160.

Roessler, Richard T.; & Brown, Patricia L. (1993).

Barriers to career development: A disability awareness module. Teacher's guide. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (OSERS File No. 297)

161.

Boen, Linda L.; & Roessler, Richard T. (1994).

Work experience manual: Development and procedures. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (OSERS File No. 297)

162.

Boen, Linda L.; Brown, Patricia; & Roessler, Richard T. (1994).

Mentor program: Policy and development manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (OSERS File No. 297)

163.

Reed, Cheryl A.; Rumrill, Phillip D., Jr.; Roessler, Richard T.; Brown, Patricia L.; & Boen, Linda L. (1994).

The accommodations planning team seminar: An implementation manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (OSERS File No. 297)

164.

Queller, Susan (1994).

Student Empowerment and Employment: A model career planning program for college students with disabilities. Final report. Little Rock: University of Arkansas at Little Rock, Disability Support Services. (OSERS File No. 293)

165.

Queller, Susan (1994).

Student Empowerment and Employment: A model career planning program for college students with disabilities. Replication manual. Little Rock: University of Arkansas at Little Rock, Disability Support Services. (OSERS File No. 293)

166.

Gregory, Martha Wille (Martha A. Wille)(Ed.) (1993-1994).

Creating Employment Opportunities [training modules series]. Columbia, MO: Missouri LINC and Center for Innovations in Special Education. (OSERS File No. 331)

167.

Project COED (1994).

Project COED: Bridge to the future from classroom to internship to career. A how to handbook for client success. Dallas, TX: Association for Retarded Citizens of Dallas. (OSERS File No. 303)

169.

Rumrill, Phillip D., Jr.; Roessler, Richard T.; & Brown, Patricia L. (1994).

Self-advocacy: A training manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (OSERS File No. 297)

170.

Project Career (1994).

Pathways to success at the University of Arkansas: College and careers for students with disabilities. Fayetteville, AR: Project Career, Campus Access, Career Services, and the Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (OSERS File No. 297)

171.

Friend, Joanie (1995).

Final report: WorkAbility. Kansas City, MO: Metropolitan Community Colleges. (OSERS File No. 301)

172.

University of Arkansas at Little Rock, Disability Support Services/Student Empowerment & Employment (1994).

U.A.L.R. faculty handbook: Teaching students with learning differences & accommodation needs. Little Rock: Author. (OSERS File No. 293)

174.

Northeast Metro Technical College (1994).

Student Planning and Information Tracking System [Videocassette]. White Bear Lake, MN: Author. (OSERS File No. 295)

175.

Brunberg, Earl K. (1995).

[Final Report: Technical College Consortium Project for Enhancing the Career Development of Students with Disabilities.] White Bear Lake, MN: Northeast Metro Technical College. (OSERS File No. 295)

84.158K

Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination

33.

Harmon, Peg; Levy, Anne; Schira-Layton, Sharon; & Ravlin, Renae (n.d.).

Project Pride: A cross-cultural approach to empowerment of deaf and hard of hearing persons. Unpublished manuscript, Catholic Community Services of Southern Arizona, Community Outreach Program for the Deaf, Tucson, AZ. (OSERS File No. 308)

95.

O'Neal, Linda; & DeBoer, Diane (1994).

Final report: Skills Necessary for Self-Determination. September 1, 1991 - June 30, 1994. Irvine, CA: Irvine Unified School District. (OSERS File No. 313)

96.

Irvine Unified School District (1994).

Transition: A handbook for parents, students, and advocates. Irvine, CA: Author. (OSERS File No. 313)

97.

Irvine Unified School District (1994).

Orange County resources: A directory. Irvine, CA: Author. (OSERS File No. 313)

168.

Enlow, Constance (1994).

Guidelines for care: Myelodysplasia (spina bifida) or related conditions. Louisville, KY: Spina Bifida Association of Kentucky. (OSERS File No. 368)

84.158N

**Secondary Education and Transitional Services:
Training and Employment Models for Youth With Severe Handicaps**

92.

Williams-Reeb, Renee; Janke, Wendall; & Bishop, Barbara (1993).

It's your choice: Planning for life after high school. A choice-making workbook for individuals with developmental disabilities. Lawrence, KS: Full Citizenship, Inc. (OSERS File No. 263)

93.

Full Citizenship, Inc. (1993).

It's your choice: Planning for life after high school [Videocassette]. Lawrence, KS: Full Citizenship, Inc. (OSERS File No. 263)

105.

Copman, Sandra (1993).

Final program evaluation of STRIVE - a three-year transitional skills development demonstration program for Boston Public High School students with disabilities. Boston, MA: Boston Public Schools. (OSERS File No. 267)

108.

Inge, Katherine J.; & Wehman, Paul (1993).

Final report: Vocational Options Project for Students with Severe Disabilities. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center on Supported Employment. (OSERS File No. 269)

84.158P

**Research Projects on the Transition of Special Populations
to Integrated Postsecondary Environments**

106.

Academy for Educational Development, in collaboration with City Lights School. (1994).

The City Lights Transition to Integrated Postsecondary Environments Research Project: Final report. Washington, DC: Author. (OSERS File No. 281)

84.158Q
Multi-District Outreach Projects

104.

Siegel, Shepherd; Greener, Karen; & Wiess, Melissa (1994).

Career Ladder Program: Multi-District Outreach. Final report, September, 1994. San Francisco, CA: The Career Ladder Program. (OSERS File No. 287)

107.

Donovan, Mark R. (1994).

Final performance report: Replication of the Marriott Foundation's "Bridges" transition model. Washington, DC: Marriott Foundation for People with Disabilities. (OSERS File No. 289)

84.158R
**Secondary Education and Transitional Services for Handicapped
Youth: Follow-up/Follow-along Projects**

9.

Haynes, John; McMath, Cynthia; & Cedarholm, Dan (1993).

Executive summary and selected data highlights - April, 1993. California High School Youth with Disabilities: A three-year longitudinal study of post secondary outcomes in California. Ukiah, CA: Mendocino County Office of Education, A State of California Interagency Model for Transition Follow-Up and Program Effectiveness. (OSERS File No. 221)

84.158S
Family Networking

5.

Matuszak, Trish; Langel, Patty; Goldberg, Marge; & Goldberg, Paula (1992).

Begin the between: Planning for the transition from high school to adult life. Minneapolis: PACER Center. (OSERS File No. 229)

35.

Hasazi, Susan Brody; Furney, Katharine Shepherd; & Carlson, Nancy ([1994]).

Enabling Futures Project: Utilizing family and community networks. Final report. Burlington, VT: University of Vermont. (OSERS File No. 260)

38.

Center for Community (1993).

Family Networking & Community Connections Project: Final report.
Vashon, WA: Author. (OSERS File No. 276)

Transition Research Institute Advisory Committee

Joe Ashley, Ph.D.

Woodrow Wilson Rehabilitation Center

David Baggett, Ed.D.

Modesto Junior College

Lizzie Caston

Family Resource Center on Disabilities

Sharon deFur, Ed.D.

Virginia Department of Education

Eugene Edgar, Ph.D.

University of Washington

Jean Elder, Ph.D.

Michigan Department of Mental Health

James Fairweather, Ph.D.

Center for the Study of Higher Education
The Pennsylvania State University

Sharon Field, Ed.D.

Wayne State University

Patricia Gonzalez, Ph.D.

National Association of State Directors
of Special Education

Rhona Hartman

National Clearinghouse on Postsecondary
Education for Individuals with Disabilities

Paul Hippolitus

President's Committee on Employment
of People with Disabilities

Richard Horne, Ed.D.

National Information Center for Children
and Youth with Disabilities

Betty T. Horton, Ph.D.

Schiefelbusch Institute for Life Span Studies
The University of Kansas

Carolyn Hughes, Ph.D.

Vanderbilt University

Margo Izzo, M.A.

Ohio Department of Education

David Johnson, Ph.D.

National Transition Network
University of Minnesota

Reginald Jones, Ph.D.

Center for Minority Special Education
Hampton University

Stephen Lichtenstein, Ph.D.

University of New Hampshire

Carol Massanari, Ph.D.

Mid-South Regional Resource Center

Craig Michaels, Ph.D.

National Center for Disability Services

Sidney Padgett

University Affiliated Program
University of Arkansas

Robert Stodden, Ph.D.

University of Hawaii

Mary Wagner, Ph.D.

SRI International

**TRANSITION
RESEARCH
INSTITUTE
AT ILLINOIS**